

1997-98 Louisiana Progress Profiles

District Composite Report

Calcasieu Parish

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Prepared by the
Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students’ ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students’ performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

-
- a description of how data are organized in the accompanying table(s);
 - a description of how data appear in the *School Report Cards*;
 - definitions of key terms, where applicable;
 - formulas/equations used to calculate statistics, where applicable; and
 - the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1997-98 *School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite*

Report. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents “unavailable data.”

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
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Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

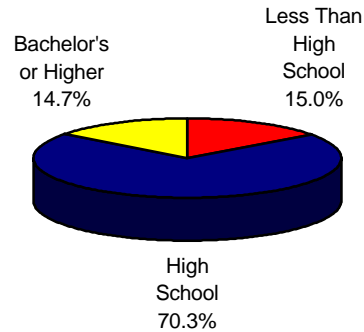
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

Calcasieu Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

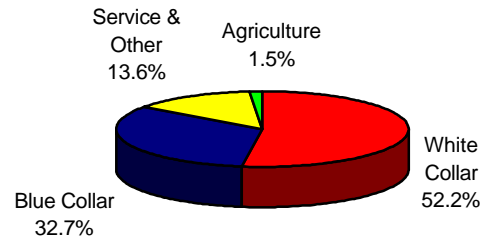
Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

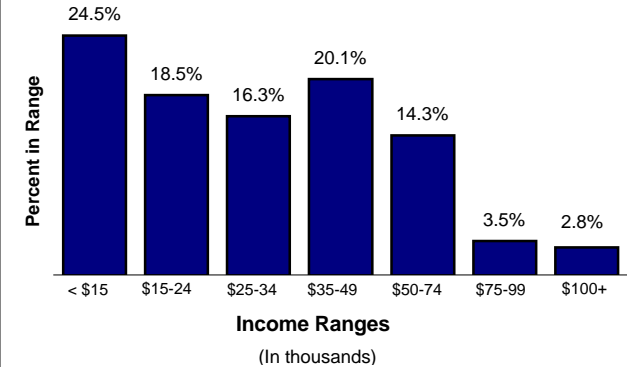
Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

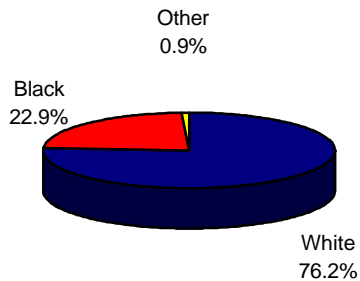
Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

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Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	19.1%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

Single Parenthood

	Parish	State	Nation
Single Parent Households	16.3%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Source: US Bureau of Census, 1990.

Labor Related Statistics

	Parish	State	Nation
Per Capita Income ¹	\$20,084	\$19,709	\$24,436
Unemployment Rate ²	6.0%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US Dept of Labor, 1996.

Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	19.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- *Revenues*—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. Local: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. State: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. Federal: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. District revenues per pupil: total revenues divided by the adjusted October 1 funded student membership.
- *Expenditures*—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. Instructional Expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.

2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. Facility Acquisition & Construction Services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. District expenditures per pupil: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

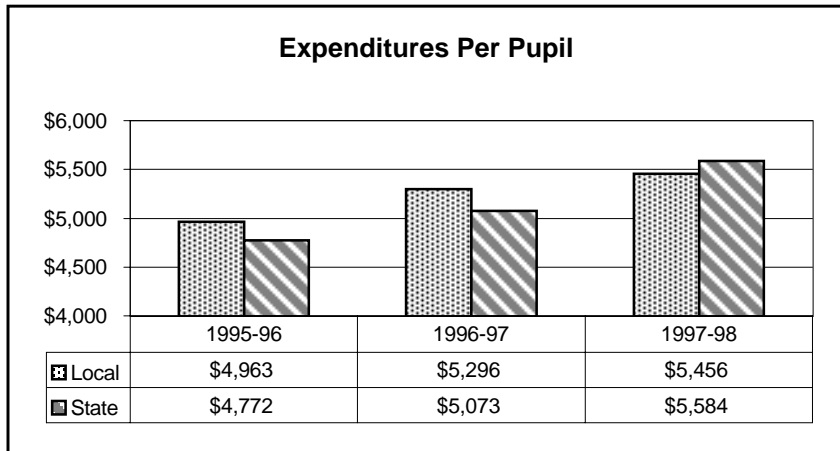
Calcasieu Parish Financial Profile

District Revenue by Source									
Revenue Source	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$87,714,152	49.5%	36.8%	\$93,400,860	50.7%	37.4%	\$94,346,667	48.7%	37.6%
State	\$74,444,393	42.0%	50.9%	\$75,840,741	41.2%	50.8%	\$83,255,845	43.0%	51.0%
Federal	\$15,205,307	8.6%	12.3%	\$15,061,128	8.2%	11.8%	\$16,058,155	8.3%	11.4%
Total	\$177,363,852	100.0%	100.0%	\$184,302,729	100.0%	100.0%	\$193,660,667	100.0%	100.0%

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
33,983	33,777	33,565

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	\$5,219	\$5,456	\$5,770
State Average	\$4,981	\$5,296	\$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	\$21,606	\$25,299	\$26,800
1996-97	\$22,631	\$29,410	\$29,025
1997-98	\$23,631	\$30,619	\$31,131



District Expenditures by Category									
Expenditure Category	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$108,428,332	68.9%	68.0%	\$116,343,412	69.6%	68.2%	\$124,791,115	70.7%	68.9%
Non-Instructional Expenditures	\$48,999,461	31.1%	32.0%	\$50,878,686	30.4%	31.8%	\$51,613,744	29.3%	31.1%
Subtotal	\$157,427,793	100.0%	100.0%	\$167,222,098	100.0%	100.0%	\$176,404,859	100.0%	100.0%
Facility Acquisition & Construction Services	\$11,221,974			\$11,671,449			\$6,721,206		
Total Expenditures (excluding debt services)	\$168,649,767			\$178,893,547			\$183,126,065		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

		Schools in Calcasieu Parish					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Schools in Calcasieu Parish							
	October 1 Membership	33,382	33,899	33,871	33,554	33,321	33,156
	Number of Faculty	2,208	2,258	2,287	2,335	2,402	2,384

Faculty with a Master's Degree or Higher	Faculty with a Master's Degree or Higher											
	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	47.93	1,040	48.60	1,077	46.09	1,032	44.74	1,025	44.84	1,055	42.95	1,024

		Class Size Characteristics for Grades K-12											
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98						
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Class Size Characteristics for Grades K-12													
<i>Elementary Schools</i>													
	Class Size Range 1 - 20	~	~	21.31	305	22.03	345	26.34	398	30.08	373	31.30	379
	Class Size Range 21 - 26	~	~	56.88	814	56.45	884	55.26	835	54.27	673	58.38	707
	Class Size Range 27 or more	~	~	21.80	312	21.52	337	18.40	278	15.65	194	10.32	125
<i>Middle/Jr. High Schools</i>													
	Class Size Range 1 - 20	~	~	20.24	318	23.21	370	25.36	409	30.46	534	37.87	635
	Class Size Range 21 - 26	~	~	43.92	690	45.11	719	44.27	714	49.29	864	44.25	742
	Class Size Range 27 or more	~	~	35.84	563	31.68	505	30.38	490	20.25	355	17.89	300
<i>High Schools</i>													
	Class Size Range 1 - 20	~	~	36.01	799	35.28	803	39.76	910	45.11	1,145	47.24	1,257
	Class Size Range 21 - 26	~	~	49.03	1,088	52.02	1,184	48.36	1,107	43.85	1,113	40.92	1,089
	Class Size Range 27 or more	~	~	14.96	332	12.70	289	11.88	272	11.03	280	11.84	315
<i>Combination Schools</i>													
	Class Size Range 1 - 20	~	~	61.00	122	58.59	116	61.31	122	65.47	146	69.64	156
	Class Size Range 21 - 26	~	~	34.00	68	34.85	69	30.15	60	22.42	50	15.63	35
	Class Size Range 27 or more	~	~	5.00	10	6.57	13	8.54	17	12.11	27	14.73	33
<i>All Schools</i>													
	Class Size Range 1 - 20	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198	42.04	2,427
	Class Size Range 21 - 26	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700	44.57	2,573
	Class Size Range 27 or more	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856	13.39	773

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance						
	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97	1997-98
Percent of Student Attendance						
<i>Elementary Schools</i>	~	95.89	95.78	95.05	95.39	95.37
<i>Middle/Jr. High Schools</i>	~	94.52	94.13	92.38	93.89	93.51
<i>High Schools</i>	~	90.50	90.57	88.16	90.42	90.19
<i>Combination Schools</i>	~	95.65	94.38	91.81	94.09	92.83
<i>All Schools</i>	94.26	94.20	94.05	92.52	93.67	93.46

Student Dropouts													
		1992-93 ³		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Student Dropouts													
Grade 7		0.50	14	0.25	7	0.10	3	1.14	32	1.35	37	0.87	24
Grade 8		0.60	16	0.49	13	0.27	7	2.10	55	1.46	38	1.59	41
Grade 9		2.31	69	3.91	122	2.22	70	6.91	202	5.34	155	6.78	203
Grade 10		2.25	57	3.37	85	2.35	64	7.86	207	6.27	158	7.02	177
Grade 11		2.22	46	3.14	69	2.59	56	5.99	129	5.46	119	5.36	115
Grade 12		1.95	33	3.78	74	2.28	46	6.37	124	5.61	112	5.53	112

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled		Students Suspended and Expelled											
		1992-93		1993-94		1994-95		1995-96 ¹		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.10	17	0.06	10
	Suspended (Out of School)	~	~	2.34	409	1.96	339	2.88	513	2.32	395	2.65	451
	Expelled (In School)	~	~	~	~	~	~	~	~	0.04	6	0.03	5
	Expelled (Out of School)	~	~	0.02	3	0.05	8	0.07	13	0.02	4	0.01	2
Middle/Jr. High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.01	1	0.15	11
	Suspended (Out of School)	~	~	15.12	1,088	15.87	1,157	20.20	1,525	16.28	1,210	18.34	1,331
	Expelled (In School)	~	~	~	~	~	~	~	~	0.92	68	1.36	99
	Expelled (Out of School)	~	~	0.51	37	1.37	100	1.67	126	0.16	12	0.52	38
High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.01	1	0.12	12
	Suspended (Out of School)	~	~	17.29	1,646	15.62	1,527	18.98	1,875	18.81	1,873	20.57	2,074
	Expelled (In School)	~	~	~	~	~	~	~	~	0.70	70	0.91	92
	Expelled (Out of School)	~	~	0.53	50	0.54	53	1.07	106	0.23	23	1.15	116
Combination Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.09	1	0.00	0
	Suspended (Out of School)	~	~	9.91	97	9.40	96	11.55	125	11.05	120	10.86	114
	Expelled (In School)	~	~	~	~	~	~	~	~	0.37	4	0.29	3
	Expelled (Out of School)	~	~	0.10	1	0.29	3	0.28	3	0.00	0	0.00	0
All Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.06	20	0.09	33
	Suspended (Out of School)	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540	11.01	3,871
	Expelled (In School)	~	~	~	~	~	~	~	~	0.42	148	0.57	199
	Expelled (Out of School)	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39	0.44	156

District Indicator Summary Results

Student Achievement

Reading Level Evaluation Results												
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 ¹		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Reading Level Evaluation Results - Grade 02												
Students Assessed	~	~	~	~	~	~	~	~	~		2,557	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	38.37	981	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	57.72	1,476	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	3.91	100	
Reading Level Evaluation Results - Grade 03												
Students Assessed	~	~	~	~	~	~	~	~	~		2,483	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	50.46	1,253	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	48.85	1,213	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	0.68	17	

Percent of Students Passing CRT and Number of Students Tested												
1992-93		1993-94		1994-95		1995-96 ²		1996-97		1997-98		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Criterion-referenced Test (CRT) Results - Grade 03												
Language Arts	96	2,465	97	2,495	97	2,317	96	2,493	96	2,482	96	2,491
Mathematics	97	2,452	97	2,487	97	2,305	95	2,487	96	2,473	93	2,482
Criterion-referenced Test (CRT) Results - Grade 05												
Language Arts	97	2,355	97	2,432	98	2,400	94	2,643	95	2,458	94	2,441
Mathematics	97	2,348	97	2,428	98	2,399	94	2,642	95	2,456	94	2,444
Criterion-referenced Test (CRT) Results - Grade 07												
Language Arts	92	2,389	94	2,361	94	2,344	93	2,559	90	2,531	90	2,567
Mathematics	88	2,385	89	2,358	86	2,344	83	2,566	81	2,528	82	2,562
Graduation Exit Exam (GEE) Results												
Language Arts	94	2,003	93	1,994	92	2,069	89	2,146	88	2,130	92	2,153
Mathematics	85	1,993	81	1,984	83	2,064	79	2,137	81	2,122	81	2,155
Written Composition	95	1,980	94	1,958	97	2,026	97	2,115	97	2,090	98	2,122
Science	90	1,686	93	1,823	90	1,753	85	1,900	85	1,937	89	1,926
Social Studies	94	1,687	94	1,829	94	1,739	93	1,895	91	1,938	92	1,918

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quartile	~	~	~	~	~	20.0
	Third Quartile	~	~	~	~	~	31.5
	Second Quartile	~	~	~	~	~	34.2
	First Quartile	~	~	~	~	~	14.5
	Percentile Rank	~	~	~	~	~	53.0
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quartile	~	~	~	~	~	20.2
	Third Quartile	~	~	~	~	~	30.2
	Second Quartile	~	~	~	~	~	30.4
	First Quartile	~	~	~	~	~	19.2
	Percentile Rank	~	~	~	~	~	51.0
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quartile	~	~	~	~	~	17.9
	Third Quartile	~	~	~	~	~	28.9
	Second Quartile	~	~	~	~	~	32.7
	First Quartile	~	~	~	~	~	20.5
	Percentile Rank	~	~	~	~	~	49.0
Norm-referenced Test (NRT) Results - Grade 09							
	Fourth Quartile	~	~	~	~	~	20.2
	Third Quartile	~	~	~	~	~	27.6
	Second Quartile	~	~	~	~	~	29.4
	First Quartile	~	~	~	~	~	22.9
	Percentile Rank	~	~	~	~	~	49.0
Norm-referenced Test (NRT) Results - Grade 10							
	Fourth Quartile	~	~	~	~	~	17.3
	Third Quartile	~	~	~	~	~	28.0
	Second Quartile	~	~	~	~	~	27.9
	First Quartile	~	~	~	~	~	26.8
	Percentile Rank	~	~	~	~	~	46.0

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 11						
Fourth Quartile	~	~	~	~	~	23.6
Third Quartile	~	~	~	~	~	24.1
Second Quartile	~	~	~	~	~	28.8
First Quartile	~	~	~	~	~	23.5
Percentile Rank	~	~	~	~	~	49.0

College Readiness

American College Test (ACT) Results					
1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
19.0	19.1	19.5	19.7	19.7	20.0

First-time College Freshmen Performance											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	1,587		1,575		1,683		1,775		1,805		~
46.31	735	43.11	679	45.81	771	45.13	801	41.16	743	~	~
43.27	318	39.03	265	37.35	288	34.58	277	38.89	289	~	~

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-11
Class Size Characteristics	2-15

Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010001	Arnett, S.P., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	589	563	586	589	562	555
	Number of Faculty	40	39	40	40	44	38
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010002	Barbe Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	344	319	328	292	284	272
	Number of Faculty	28	32	31	28	27	26
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010003	Barbe, Alfred M., High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,475	1,545	1,581	1,758	1,686	1,699
	Number of Faculty	99	105	109	101	109	105
	Category	~	High	High	High	High	High
010004	Bell City High School						
	Grade Structure	K-12,S	K-12,S	K-12	K-12,NG	K-12,NG	K-12,NG
	October 1 Membership	473	528	542	567	580	577
	Number of Faculty	37	42	43	42	42	39
	Category	~	Combination	Combination	Combination	Combination	Combination
010006	Brentwood Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	377	371	385	314	314	328
	Number of Faculty	32	31	31	32	32	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010009	Jessie D. Clifton Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	450	510	548	486	496	483
	Number of Faculty	35	38	45	41	43	40
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010010	College Oaks Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	430	471	590	425	400	379
	Number of Faculty	35	39	40	41	43	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010011	Combres, Doretha A., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	311	278	275	241	242	239
	Number of Faculty	29	27	24	27	26	20
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010012	Cooley, T.S., Elementary Magnet School						
	Grade Structure	K-5	K-5	K-5	K-5	K-5	K-5
	October 1 Membership	309	306	299	314	308	307
	Number of Faculty	19	19	20	20	21	18
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010013	DeQuincy Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	698	712	709	709	668	698
	Number of Faculty	50	48	48	49	46	43
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010014	DeQuincy High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	389	378	378	375	361	352
	Number of Faculty	38	37	37	38	38	34
	Category	~	High	High	High	High	High
010015	DeQuincy Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	341	334	316	321	348	330
	Number of Faculty	30	32	31	32	32	28
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010016	Dolby Elementary School						
	Grade Structure	K-5	K-5	K-5	K-5	K-5	K-5
	October 1 Membership	395	379	365	339	312	304
	Number of Faculty	30	29	30	30	28	27
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010017	Rosa Fondel Elementary						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	286	286	256	227	221	225
	Number of Faculty	24	25	26	26	26	19
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010018	Fairview Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	496	466	484	449	429	418
	Number of Faculty	33	32	37	36	35	33
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010019	Frasch Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	587	560	590	515	485	475
	Number of Faculty	42	40	41	42	39	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010023	Henning, W.T., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	729	749	725	463	468	469
	Number of Faculty	40	44	43	35	34	35
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010024	Henry Heights Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	384	403	375	373	369	391
	Number of Faculty	32	32	33	30	30	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010025	Houston, Sam, High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	891	946	959	1,021	1,065	1,086
	Number of Faculty	59	62	66	64	67	64
	Category	~	High	High	High	High	High
010026	Iowa High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	410	431	463	518	522	555
	Number of Faculty	33	34	35	41	41	38
	Category	~	High	High	High	High	High
010027	Johnson, John J. II, Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	457	454	411	375	338	311
	Number of Faculty	32	33	31	33	32	26
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010028	Kaufman, M.J., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	356	324	312	252	272	255
	Number of Faculty	27	28	27	27	26	22
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010029	Kennedy, John F., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	292	305	310	264	265	267
	Number of Faculty	22	22	26	28	27	23
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010030	Key, E.K., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	477	463	425	440	410	400
	Number of Faculty	35	37	36	32	32	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010031	Lake Charles/Boston High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	568	605	636	629	593	603
	Number of Faculty	49	47	49	50	52	48
	Category	~	High	High	High	High	High
010033	LaGrange High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,155	1,123	1,092	1,160	1,197	1,202
	Number of Faculty	93	91	89	88	92	85
	Category	~	High	High	High	High	High
010034	Lewis, W.W., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	730	764	773	804	786	752
	Number of Faculty	49	52	52	54	62	52
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010035	LeBlanc Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	504	502	503	477	488	478
	Number of Faculty	43	35	37	37	40	37
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010036	Maplewood Middle School						
	Grade Structure	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	1,280	1,264	1,292	1,243	1,250	1,178
	Number of Faculty	83	88	85	87	88	77
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010038	Molo, Ray D., Middle Magnet School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	586	555	590	606	644	606
	Number of Faculty	39	39	41	44	49	42
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010039	Moss Bluff Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	949	968	938	890	903	913
	Number of Faculty	56	55	55	58	59	55
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010040	Moss Bluff Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	790	821	905	891	913	887
	Number of Faculty	45	51	54	51	60	55
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010042	Nelson, A.A., Elementary School						
	Grade Structure	K-5	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	435	447	462	500	500	488
	Number of Faculty	28	30	32	34	34	30
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010043	Oak Park Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	321	338	323	319	289	359
	Number of Faculty	26	27	26	28	29	25
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010044	Oak Park Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	499	496	511	567	566	604
	Number of Faculty	35	35	37	46	43	37
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

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Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010045	Perkins, D.S., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	344	360	374	328	336	312
	Number of Faculty	27	30	32	33	31	25
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010046	Prien Lake Elementary School						
	Grade Structure	P,K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	634	674	650	614	596	587
	Number of Faculty	46	46	50	46	45	44
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010047	Reynaud Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	425	450	388	383	378	375
	Number of Faculty	31	35	34	36	36	31
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010050	St. John Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	430	446	478	513	519	574
	Number of Faculty	27	28	30	33	37	37
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010051	Starks High School						
	Grade Structure	P,K-12,S	P,K-12,S	P,K-12	K-12,NG	K-12,NG	K-12,NG
	October 1 Membership	464	459	438	415	416	385
	Number of Faculty	45	45	46	46	45	40
	Category	~	Combination	Combination	Combination	Combination	Combination
010052	Sulphur High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,746	1,809	1,850	1,955	1,937	1,925
	Number of Faculty	121	126	129	130	127	120
	Category	~	High	High	High	High	High
010053	Vincent Settlement Elementary School						
	Grade Structure	~	~	~	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	~	~	~	317	341	325
	Number of Faculty	~	~	~	25	27	24
	Category	~	~	~	Elementary	Elementary	Elementary

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Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010054	Vincent, Richard W., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	486	479	448	424	418	388
	Number of Faculty	34	36	33	33	31	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010055	Vinton Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	668	639	601	572	561	569
	Number of Faculty	48	48	47	43	46	44
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010056	Vinton High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	299	309	309	349	355	365
	Number of Faculty	32	32	33	33	33	27
	Category	~	High	High	High	High	High
010057	Vinton Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	280	300	312	317	313	288
	Number of Faculty	26	28	29	29	29	24
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010058	Washington/Marion Magnet High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	728	726	740	798	831	835
	Number of Faculty	56	60	59	59	65	60
	Category	~	High	High	High	High	High
010059	Watkins, T.H., Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	245	275	282	276	273	289
	Number of Faculty	21	23	23	24	24	20
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010060	Watson, J.I., Middle School						
	Grade Structure	P,K-8,S	P,K-8,S	P,K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	1,257	1,275	1,263	1,215	1,256	1,259
	Number of Faculty	79	77	77	83	84	79
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

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Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010061	Watson, Pearl, Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	499	522	525	410	421	406
	Number of Faculty	65	68	53	54	68	42
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010062	Welsh, S.J., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	1,097	1,177	1,209	1,244	1,197	1,161
	Number of Faculty	66	73	78	78	78	75
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010063	Western Heights Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	557	518	512	404	368	390
	Number of Faculty	42	42	42	38	38	35
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010064	Westlake High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	581	624	637	693	673	650
	Number of Faculty	45	47	49	48	46	46
	Category	~	High	High	High	High	High
010065	Westwood Elementary School						
	Grade Structure	K-5	K-5	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	584	668	558	554	550	564
	Number of Faculty	38	42	37	35	36	34
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010066	White, F.K., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8,NG
	October 1 Membership	1,082	1,018	870	885	829	804
	Number of Faculty	63	65	64	64	65	59
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010067	Wilson, Ralph F., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	518	491	464	444	452	475
	Number of Faculty	39	39	38	39	38	35
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

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Table 1
Schools in Calcasieu Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010068	Gillis Elementary School						
	Grade Structure	K-5,NG,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	630	659	671	672	677	651
	Number of Faculty	37	41	42	47	49	47
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
010070	Calcasieu P.M. High School						
	Grade Structure	9-12,NG	9-12,NG	9-12	9-12	9-12	9-12
	October 1 Membership	65	57	55	59	66	60
	Number of Faculty	12	14	14	16	18	2
	Category	~	High	High	High	High	High
010072	Calcasieu Career Center						
	Grade Structure	~	~	~	~	6-11	7-12
	October 1 Membership	~	~	~	~	24	74
	Number of Faculty	~	~	~	~	18	20
	Category	~	~	~	~	High	High
District							
	October 1 Membership	33,382	33,899	33,871	33,554	33,321	33,156
	Number of Faculty	2,208	2,258	2,287	2,335	2,402	2,384

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Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Faculty degree status— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\frac{\text{Percent of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010001	Arnett, S.P., Middle School	42.50	17	46.15	18	42.50	17	32.50	13	36.36	16	26.32	10
010002	Barbe Elementary School	53.57	15	40.63	13	33.33	10	40.74	11	38.46	10	38.46	10
010003	Barbe, Alfred M., High School	57.14	56	55.77	58	53.70	58	57.00	57	55.56	60	57.14	60
010004	Bell City High School	54.05	20	46.34	19	40.48	17	34.15	14	36.59	15	38.46	15
010006	Brentwood Elementary School	37.50	12	38.71	12	41.94	13	43.75	14	41.94	13	46.43	13
010009	Jessie D. Clifton Elementary School	34.29	12	36.84	14	33.33	15	31.71	13	26.19	11	27.50	11
010010	College Oaks Elementary School	57.14	20	56.41	22	55.00	22	56.10	23	48.84	21	56.41	22
010011	Combre, Doretha A., Elementary School	51.72	15	51.85	14	45.83	11	48.15	13	45.83	11	35.00	7
010012	Cooley, T.S., Elementary Magnet School	61.11	11	68.42	13	63.16	12	65.00	13	66.67	14	55.56	10
010013	DeQuincy Elementary School	42.00	21	45.83	22	35.42	17	36.73	18	39.13	18	39.53	17
010014	DeQuincy High School	50.00	18	45.71	16	45.71	16	44.44	16	41.67	15	29.41	10
010015	DeQuincy Middle School	73.33	22	65.63	21	51.61	16	46.88	15	53.13	17	50.00	14
010016	Dolby Elementary School	63.33	19	65.52	19	58.62	17	62.07	18	55.56	15	55.56	15
010017	Rosa Fondel Elementary	50.00	12	48.00	12	50.00	13	50.00	13	41.67	10	52.63	10
010018	Fairview Elementary School	42.42	14	37.50	12	43.24	16	41.67	15	42.86	15	45.45	15
010019	Frasch Elementary School	41.67	15	41.18	14	40.00	14	36.84	14	40.00	14	33.33	13
010023	Henning, W.T., Elementary School	35.00	14	43.18	19	39.53	17	40.00	14	41.18	14	31.43	11
010024	Henry Heights Elementary School	50.00	15	44.83	13	50.00	15	51.85	14	48.15	13	41.38	12
010025	Houston, Sam, High School	54.24	32	58.06	36	63.64	42	62.50	40	61.19	41	59.38	38
010026	Iowa High School	42.42	14	41.18	14	31.43	11	39.02	16	39.02	16	34.21	13
010027	Johnson, John J. II, Elementary School	37.50	12	45.45	15	41.94	13	45.45	15	40.63	13	38.46	10
010028	Kaufman, M.J., Elementary School	59.26	16	53.57	15	59.26	16	59.26	16	65.38	17	63.64	14
010029	Kennedy, John F., Elementary School	54.55	12	50.00	11	42.31	11	39.29	11	40.74	11	30.43	7
010030	Key, E.K., Elementary School	44.12	15	45.95	17	41.67	15	43.75	14	53.13	17	44.83	13
010031	Lake Charles/Boston High School	51.02	25	46.81	22	44.90	22	40.82	20	42.31	22	37.50	18
010033	LaGrange High School	53.41	47	54.12	46	48.84	42	51.76	44	56.18	50	47.06	40
010034	Lewis, W.W., Middle School	59.18	29	53.85	28	51.92	27	59.26	32	52.46	32	48.08	25
010035	LeBlanc Middle School	48.84	21	45.71	16	35.14	13	35.14	13	40.00	16	37.84	14
010036	Maplewood Middle School	53.09	43	50.57	44	48.81	41	46.51	40	49.43	43	48.05	37
010038	Molo, Ray D., Middle Magnet School	50.00	19	65.79	25	60.00	24	56.82	25	54.17	26	52.38	22
010039	Moss Bluff Elementary School	37.50	21	43.64	24	47.27	26	44.83	26	45.76	27	45.45	25
010040	Moss Bluff Middle School	37.78	17	39.22	20	44.44	24	45.10	23	43.33	26	43.64	24
010042	Nelson, A.A., Elementary School	64.29	18	70.00	21	61.29	19	54.55	18	42.42	14	46.67	14
010043	Oak Park Elementary School	61.54	16	74.07	20	57.69	15	50.00	14	41.38	12	44.00	11
010044	Oak Park Middle School	58.82	20	50.00	17	44.44	16	31.11	14	30.95	13	43.24	16
010045	Perkins, D.S., Elementary School	29.63	8	30.00	9	31.25	10	33.33	11	36.67	11	32.00	8

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010046	Prien Lake Elementary School	52.27	23	52.27	23	45.65	21	43.18	19	54.76	23	47.73	21
010047	Reynaud Middle School	60.00	18	58.82	20	48.48	16	45.71	16	40.00	14	41.94	13
010050	St. John Elementary School	48.15	13	42.86	12	36.67	11	37.50	12	41.67	15	37.84	14
010051	Starks High School	54.55	24	54.55	24	53.33	24	53.33	24	48.84	21	50.00	20
010052	Sulphur High School	55.08	65	56.91	70	55.12	70	51.59	65	52.00	65	49.17	59
010053	Vincent Settlement Elementary School	~	~	~	~	~	~	36.00	9	44.44	12	45.83	11
010054	Vincent, Richard W., Elementary School	44.12	15	41.67	15	39.39	13	42.42	14	41.94	13	41.38	12
010055	Vinton Elementary School	29.79	14	34.04	16	32.61	15	33.33	14	26.67	12	25.00	11
010056	Vinton High School	40.63	13	46.88	15	45.45	15	42.42	14	42.42	14	29.63	8
010057	Vinton Middle School	52.00	13	48.15	13	46.43	13	50.00	14	46.43	13	41.67	10
010058	Washington/Marion Magnet High School	48.15	26	47.27	26	50.94	27	49.06	26	44.07	26	40.00	24
010059	Watkins, T.H., Elementary School	52.38	11	52.17	12	47.83	11	50.00	12	47.83	11	40.00	8
010060	Watson, J.I., Middle School	30.38	24	33.77	26	31.17	24	34.94	29	33.73	28	35.44	28
010061	Watson, Pearl, Elementary School	49.23	32	55.88	38	44.23	23	39.62	21	51.52	34	42.86	18
010062	Welsh, S.J., Middle School	52.31	34	51.39	37	45.45	35	45.45	35	45.45	35	45.33	34
010063	Western Heights Elementary School	54.76	23	50.00	21	52.38	22	52.63	20	52.63	20	48.57	17
010064	Westlake High School	54.76	23	53.49	23	44.44	20	40.91	18	37.21	16	34.78	16
010065	Westwood Elementary School	42.11	16	47.62	20	35.14	13	42.86	15	44.44	16	35.29	12
010066	White, F.K., Middle School	46.03	29	51.56	33	45.16	28	39.68	25	42.86	27	38.98	23
010067	Wilson, Ralph F., Elementary School	46.15	18	46.15	18	50.00	19	46.15	18	38.89	14	37.14	13
010068	Gillis Elementary School	42.86	15	38.46	15	38.46	15	32.56	14	33.33	15	34.04	16
010070	Calcasieu P.M. High School	83.33	10	78.57	11	71.43	10	68.75	11	66.67	12	50.00	1
010072	Calcasieu Career Center	~	~	~	~	~	~	~	~	61.11	11	55.00	11
District		47.93	1,040	48.60	1,077	46.09	1,032	44.74	1,025	44.84	1,055	42.95	1,024
State		43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002	Barbe Elementary School												
	Class Size Range 1 - 20	70.59	12	90.00	18	82.35	14	68.75	11	62.50	10	84.38	27
	Class Size Range 21 - 26	29.41	5	10.00	2	17.65	3	31.25	5	37.50	6	15.63	5
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010006	Brentwood Elementary School												
	Class Size Range 1 - 20	60.00	12	52.38	11	35.29	6	58.82	10	64.71	11	52.94	9
	Class Size Range 21 - 26	40.00	8	38.10	8	64.71	11	41.18	7	35.29	6	47.06	8
	Class Size Range 27 or more	0.00	0	9.52	2	0.00	0	0.00	0	0.00	0	0.00	0
010009	Jessie D. Clifton Elementary School												
	Class Size Range 1 - 20	15.38	4	7.14	2	21.21	7	57.58	19	55.56	15	51.16	22
	Class Size Range 21 - 26	84.62	22	78.57	22	75.76	25	33.33	11	29.63	8	48.84	21
	Class Size Range 27 or more	0.00	0	14.29	4	3.03	1	9.09	3	14.81	4	0.00	0
010010	College Oaks Elementary School												
	Class Size Range 1 - 20	6.25	1	23.33	7	15.00	3	35.00	7	42.86	12	30.77	8
	Class Size Range 21 - 26	81.25	13	53.33	16	70.00	14	60.00	12	50.00	14	53.85	14
	Class Size Range 27 or more	12.50	2	23.33	7	15.00	3	5.00	1	7.14	2	15.38	4
010011	Combre, Doretha A., Elementary School												
	Class Size Range 1 - 20	77.78	14	88.24	15	78.26	18	87.50	14	71.43	10	78.57	11
	Class Size Range 21 - 26	22.22	4	11.76	2	17.39	4	12.50	2	28.57	4	21.43	3
	Class Size Range 27 or more	0.00	0	0.00	0	4.35	1	0.00	0	0.00	0	0.00	0
010012	Cooley, T.S., Elementary Magnet School												
	Class Size Range 1 - 20	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Class Size Range 21 - 26	49.06	26	54.00	27	77.59	45	55.17	32	77.59	45	98.44	63
	Class Size Range 27 or more	50.94	27	46.00	23	22.41	13	44.83	26	22.41	13	1.56	1
010013	DeQuincy Elementary School												
	Class Size Range 1 - 20	2.78	1	5.71	2	0.00	0	6.25	2	21.95	9	2.44	1
	Class Size Range 21 - 26	72.22	26	57.14	20	76.67	23	75.00	24	63.41	26	97.56	40
	Class Size Range 27 or more	25.00	9	37.14	13	23.33	7	18.75	6	14.63	6	0.00	0
010016	Dolby Elementary School												
	Class Size Range 1 - 20	34.78	24	46.46	46	28.83	32	53.61	52	58.33	14	38.89	7
	Class Size Range 21 - 26	55.07	38	27.27	27	57.66	64	30.93	30	33.33	8	61.11	11
	Class Size Range 27 or more	10.14	7	26.26	26	13.51	15	15.46	15	8.33	2	0.00	0
010017	Rosa Fondel Elementary												
	Class Size Range 1 - 20	17.65	3	42.86	6	95.45	21	69.23	9	84.62	11	66.67	8
	Class Size Range 21 - 26	82.35	14	57.14	8	0.00	0	30.77	4	15.38	2	33.33	4
	Class Size Range 27 or more	0.00	0	0.00	0	4.55	1	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010018	Fairview Elementary School												
	Class Size Range 1 - 20	24.00	6	21.74	5	32.00	8	34.78	8	56.52	13	51.61	16
	Class Size Range 21 - 26	76.00	19	56.52	13	44.00	11	60.87	14	43.48	10	48.39	15
	Class Size Range 27 or more	0.00	0	21.74	5	24.00	6	4.35	1	0.00	0	0.00	0
010019	Frasch Elementary School												
	Class Size Range 1 - 20	17.65	6	12.50	4	10.00	4	40.63	13	40.35	23	52.63	20
	Class Size Range 21 - 26	82.35	28	81.25	26	70.00	28	56.25	18	59.65	34	47.37	18
	Class Size Range 27 or more	0.00	0	6.25	2	20.00	8	3.13	1	0.00	0	0.00	0
010023	Henning, W.T., Elementary School												
	Class Size Range 1 - 20	0.00	0	5.56	2	8.33	3	30.77	8	15.38	4	44.12	15
	Class Size Range 21 - 26	54.29	19	72.22	26	63.89	23	61.54	16	84.62	22	52.94	18
	Class Size Range 27 or more	45.71	16	22.22	8	27.78	10	7.69	2	0.00	0	2.94	1
010024	Henry Heights Elementary School												
	Class Size Range 1 - 20	40.74	11	42.86	9	62.07	18	28.57	6	30.77	12	21.21	7
	Class Size Range 21 - 26	59.26	16	57.14	12	37.93	11	71.43	15	66.67	26	78.79	26
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	2.56	1	0.00	0
010027	Johnson, John J. II, Elementary School												
	Class Size Range 1 - 20	26.32	5	28.57	6	38.89	7	36.84	7	55.56	10	41.18	7
	Class Size Range 21 - 26	68.42	13	61.90	13	55.56	10	63.16	12	44.44	8	47.06	8
	Class Size Range 27 or more	5.26	1	9.52	2	5.56	1	0.00	0	0.00	0	11.76	2
010028	Kaufman, M.J., Elementary School												
	Class Size Range 1 - 20	16.67	3	33.33	6	26.67	4	64.29	9	28.57	4	28.57	4
	Class Size Range 21 - 26	61.11	11	55.56	10	73.33	11	35.71	5	71.43	10	64.29	9
	Class Size Range 27 or more	22.22	4	11.11	2	0.00	0	0.00	0	0.00	0	7.14	1
010029	Kennedy, John F., Elementary School												
	Class Size Range 1 - 20	56.25	9	66.67	10	35.71	5	42.86	6	42.86	6	35.71	5
	Class Size Range 21 - 26	43.75	7	33.33	5	57.14	8	57.14	8	57.14	8	57.14	8
	Class Size Range 27 or more	0.00	0	0.00	0	7.14	1	0.00	0	0.00	0	7.14	1
010030	Key, E.K., Elementary School												
	Class Size Range 1 - 20	32.35	11	54.84	17	50.00	15	31.82	7	40.91	9	42.86	9
	Class Size Range 21 - 26	67.65	23	19.35	6	50.00	15	54.55	12	59.09	13	57.14	12
	Class Size Range 27 or more	0.00	0	25.81	8	0.00	0	13.64	3	0.00	0	0.00	0
010036	Maplewood Middle School												
	Class Size Range 1 - 20	21.99	31	13.45	32	5.00	10	13.71	34	26.38	43	15.79	24
	Class Size Range 21 - 26	39.01	55	61.76	147	58.00	116	72.58	180	39.88	65	58.55	89
	Class Size Range 27 or more	39.01	55	24.79	59	37.00	74	13.71	34	33.74	55	25.66	39

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010039	Moss Bluff Elementary School												
	Class Size Range 1 - 20	0.00	0	0.00	0	14.00	7	0.00	0	0.00	0	0.00	0
	Class Size Range 21 - 26	69.81	37	73.77	45	62.00	31	93.02	40	88.64	39	100.00	44
	Class Size Range 27 or more	30.19	16	26.23	16	24.00	12	6.98	3	11.36	5	0.00	0
010042	Nelson, A.A., Elementary School												
	Class Size Range 1 - 20	4.17	1	0.00	0	33.33	9	15.38	4	25.93	7	20.00	7
	Class Size Range 21 - 26	95.83	23	95.83	23	66.67	18	42.31	11	37.04	10	51.43	18
	Class Size Range 27 or more	0.00	0	4.17	1	0.00	0	42.31	11	37.04	10	28.57	10
010043	Oak Park Elementary School												
	Class Size Range 1 - 20	36.84	7	47.37	9	26.92	7	77.78	21	80.77	21	59.26	16
	Class Size Range 21 - 26	47.37	9	42.11	8	53.85	14	22.22	6	19.23	5	29.63	8
	Class Size Range 27 or more	15.79	3	10.53	2	19.23	5	0.00	0	0.00	0	11.11	3
010045	Perkins, D.S., Elementary School												
	Class Size Range 1 - 20	52.94	9	42.11	8	68.42	13	52.63	10	5.56	1	66.67	12
	Class Size Range 21 - 26	41.18	7	57.89	11	31.58	6	47.37	9	94.44	17	33.33	6
	Class Size Range 27 or more	5.88	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010046	Prien Lake Elementary School												
	Class Size Range 1 - 20	7.58	5	5.56	4	15.28	11	12.82	5	10.34	6	9.52	4
	Class Size Range 21 - 26	54.55	36	52.78	38	61.11	44	61.54	24	79.31	46	85.71	36
	Class Size Range 27 or more	37.88	25	41.67	30	23.61	17	25.64	10	10.34	6	4.76	2
010050	St. John Elementary School												
	Class Size Range 1 - 20	25.00	5	11.40	13	20.39	31	7.14	10	34.62	9	22.22	8
	Class Size Range 21 - 26	60.00	12	79.82	91	52.63	80	57.14	80	46.15	12	55.56	20
	Class Size Range 27 or more	15.00	3	8.77	10	26.97	41	35.71	50	19.23	5	22.22	8
010053	Vincent Settlement Elementary School												
	Class Size Range 1 - 20	~	~	~	~	~	~	42.11	8	50.00	10	55.00	11
	Class Size Range 21 - 26	~	~	~	~	~	~	52.63	10	10.00	2	40.00	8
	Class Size Range 27 or more	~	~	~	~	~	~	5.26	1	40.00	8	5.00	1
010054	Vincent, Richard W., Elementary School												
	Class Size Range 1 - 20	11.43	4	16.67	4	25.00	8	51.61	16	34.38	11	66.67	16
	Class Size Range 21 - 26	88.57	31	79.17	19	53.13	17	41.94	13	62.50	20	29.17	7
	Class Size Range 27 or more	0.00	0	4.17	1	21.88	7	6.45	2	3.13	1	4.17	1
010055	Vinton Elementary School												
	Class Size Range 1 - 20	6.35	4	17.39	8	27.08	13	7.84	4	14.81	4	31.03	9
	Class Size Range 21 - 26	76.19	48	80.43	37	70.83	34	88.24	45	74.07	20	68.97	20
	Class Size Range 27 or more	17.46	11	2.17	1	2.08	1	3.92	2	11.11	3	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010059	Watkins, T.H., Elementary School												
	Class Size Range 1 - 20	26.67	4	47.06	8	30.43	7	34.78	8	30.43	7	60.00	15
	Class Size Range 21 - 26	73.33	11	52.94	9	69.57	16	47.83	11	56.52	13	40.00	10
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	17.39	4	13.04	3	0.00	0
010060	Watson, J.I., Middle School												
	Class Size Range 1 - 20	26.90	39	10.96	16	11.68	25	12.61	28	10.42	15	16.42	22
	Class Size Range 21 - 26	54.48	79	43.84	64	42.99	92	48.65	108	53.47	77	58.96	79
	Class Size Range 27 or more	18.62	27	45.21	66	45.33	97	38.74	86	36.11	52	24.63	33
010061	Watson, Pearl, Elementary School												
	Class Size Range 1 - 20	22.73	5	29.17	7	50.00	16	64.86	24	18.52	5	40.74	11
	Class Size Range 21 - 26	59.09	13	70.83	17	46.88	15	32.43	12	70.37	19	48.15	13
	Class Size Range 27 or more	18.18	4	0.00	0	3.13	1	2.70	1	11.11	3	11.11	3
010063	Western Heights Elementary School												
	Class Size Range 1 - 20	20.00	6	51.61	16	34.38	11	45.45	10	50.00	11	45.45	10
	Class Size Range 21 - 26	73.33	22	41.94	13	65.63	21	54.55	12	50.00	11	54.55	12
	Class Size Range 27 or more	6.67	2	6.45	2	0.00	0	0.00	0	0.00	0	0.00	0
010065	Westwood Elementary School												
	Class Size Range 1 - 20	3.23	1	9.09	3	15.15	5	32.14	9	22.22	8	28.95	11
	Class Size Range 21 - 26	67.74	21	81.82	27	66.67	22	39.29	11	63.89	23	44.74	17
	Class Size Range 27 or more	29.03	9	9.09	3	18.18	6	28.57	8	13.89	5	26.32	10
010067	Wilson, Ralph F., Elementary School												
	Class Size Range 1 - 20	33.33	9	42.31	11	19.35	6	45.16	14	50.00	16	39.39	13
	Class Size Range 21 - 26	44.44	12	38.46	10	61.29	19	41.94	13	46.88	15	60.61	20
	Class Size Range 27 or more	22.22	6	19.23	5	19.35	6	12.90	4	3.13	1	0.00	0
010068	Gillis Elementary School												
	Class Size Range 1 - 20	0.00	0	0.00	0	2.70	1	15.63	5	40.63	26	38.89	14
	Class Size Range 21 - 26	64.29	18	46.15	12	89.19	33	71.88	23	45.31	29	47.22	17
	Class Size Range 27 or more	35.71	10	53.85	14	8.11	3	12.50	4	14.06	9	13.89	5

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	21.31	305	22.03	345	26.34	398	30.08	373	31.30	379
	Class Size Range 21 - 26	~	~	56.88	814	56.45	884	55.26	835	54.27	673	58.38	707
	Class Size Range 27 or more	~	~	21.80	312	21.52	337	18.40	278	15.65	194	10.32	125
District (All Schools)													
	Class Size Range 1 - 20	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198	42.04	2,427
	Class Size Range 21 - 26	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700	44.57	2,573
	Class Size Range 27 or more	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856	13.39	773
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010001	Arnett, S.P., Middle School												
	Class Size Range 1 - 20	10.79	15	23.70	32	23.66	31	21.90	30	27.40	40	31.03	45
	Class Size Range 21 - 26	58.99	82	52.59	71	48.09	63	53.28	73	53.42	78	51.72	75
	Class Size Range 27 or more	30.22	42	23.70	32	28.24	37	24.82	34	19.18	28	17.24	25
010015	DeQuincy Middle School												
	Class Size Range 1 - 20	25.25	25	13.40	13	47.87	45	51.09	47	45.65	42	51.46	53
	Class Size Range 21 - 26	71.72	71	79.38	77	51.06	48	44.57	41	47.83	44	41.75	43
	Class Size Range 27 or more	3.03	3	7.22	7	1.06	1	4.35	4	6.52	6	6.80	7
010034	Lewis, W.W., Middle School												
	Class Size Range 1 - 20	16.03	25	21.34	35	25.29	44	26.26	47	45.53	107	50.70	109
	Class Size Range 21 - 26	58.97	92	46.34	76	40.80	71	44.69	80	37.02	87	44.65	96
	Class Size Range 27 or more	25.00	39	32.32	53	33.91	59	29.05	52	17.45	41	4.65	10
010035	LeBlanc Middle School												
	Class Size Range 1 - 20	30.48	32	16.19	17	21.10	23	29.09	32	33.33	38	40.71	46
	Class Size Range 21 - 26	60.00	63	40.00	42	47.71	52	55.45	61	50.00	57	47.79	54
	Class Size Range 27 or more	9.52	10	43.81	46	31.19	34	15.45	17	16.67	19	11.50	13
010038	Molo, Ray D., Middle Magnet School												
	Class Size Range 1 - 20	15.75	20	20.00	23	7.21	8	10.83	13	10.42	15	14.63	18
	Class Size Range 21 - 26	58.27	74	49.57	57	47.75	53	48.33	58	52.08	75	48.78	60
	Class Size Range 27 or more	25.98	33	30.43	35	45.05	50	40.83	49	37.50	54	36.59	45
010040	Moss Bluff Middle School												
	Class Size Range 1 - 20	18.24	29	18.97	33	23.47	46	25.14	45	22.84	45	12.92	23
	Class Size Range 21 - 26	22.01	35	29.89	52	27.55	54	18.99	34	32.99	65	43.26	77
	Class Size Range 27 or more	59.75	95	51.15	89	48.98	96	55.87	100	44.16	87	43.82	78
010044	Oak Park Middle School												
	Class Size Range 1 - 20	25.00	29	21.78	22	15.25	18	19.57	27	28.76	44	27.34	35
	Class Size Range 21 - 26	41.38	48	22.77	23	24.58	29	34.78	48	36.60	56	21.88	28
	Class Size Range 27 or more	33.62	39	55.45	56	60.17	71	45.65	63	34.64	53	50.78	65
010047	Reynaud Middle School												
	Class Size Range 1 - 20	11.49	10	19.80	20	41.41	41	70.71	70	30.43	35	76.85	83
	Class Size Range 21 - 26	44.83	39	66.34	67	52.53	52	26.26	26	69.57	80	19.44	21
	Class Size Range 27 or more	43.68	38	13.86	14	6.06	6	3.03	3	0.00	0	3.70	4
010057	Vinton Middle School												
	Class Size Range 1 - 20	35.29	24	21.62	16	8.86	7	16.67	13	29.73	22	44.16	34
	Class Size Range 21 - 26	22.06	15	21.62	16	68.35	54	41.03	32	66.22	49	46.75	36
	Class Size Range 27 or more	42.65	29	56.76	42	22.78	18	42.31	33	4.05	3	9.09	7

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010062	Welsh, S.J., Middle School												
	Class Size Range 1 - 20	19.07	45	24.54	67	17.45	48	13.21	37	22.83	63	29.03	81
	Class Size Range 21 - 26	20.34	48	32.97	90	45.45	125	52.14	146	63.04	174	56.27	157
	Class Size Range 27 or more	60.59	143	42.49	116	37.09	102	34.64	97	14.13	39	14.70	41
010066	White, F.K., Middle School												
	Class Size Range 1 - 20	11.52	25	17.24	40	28.37	59	23.88	48	40.10	83	51.92	108
	Class Size Range 21 - 26	24.88	54	51.29	119	56.73	118	57.21	115	47.83	99	45.67	95
	Class Size Range 27 or more	63.59	138	31.47	73	14.90	31	18.91	38	12.08	25	2.40	5
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	20.24	318	23.21	370	25.36	409	30.46	534	37.87	635
	Class Size Range 21 - 26	~	~	43.92	690	45.11	719	44.27	714	49.29	864	44.25	742
	Class Size Range 27 or more	~	~	35.84	563	31.68	505	30.38	490	20.25	355	17.89	300
District (All Schools)													
	Class Size Range 1 - 20	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198	42.04	2,427
	Class Size Range 21 - 26	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700	44.57	2,573
	Class Size Range 27 or more	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856	13.39	773
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
	Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
	Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010003	Barbe, Alfred M., High School												
	Class Size Range 1 - 20	18.57	65	31.44	122	29.90	122	26.42	107	39.08	170	41.72	189
	Class Size Range 21 - 26	68.00	238	56.70	220	63.97	261	64.69	262	54.71	238	52.10	236
	Class Size Range 27 or more	13.43	47	11.86	46	6.13	25	8.89	36	6.21	27	6.18	28
010014	DeQuincy High School												
	Class Size Range 1 - 20	71.64	96	70.00	91	71.65	91	76.98	97	75.40	95	84.80	106
	Class Size Range 21 - 26	25.37	34	27.69	36	25.20	32	21.43	27	17.46	22	13.60	17
	Class Size Range 27 or more	2.99	4	2.31	3	3.15	4	1.59	2	7.14	9	1.60	2
010025	Houston, Sam, High School												
	Class Size Range 1 - 20	19.71	41	23.74	52	23.45	53	26.64	61	37.31	97	30.22	81
	Class Size Range 21 - 26	72.12	150	71.23	156	63.72	144	64.63	148	48.08	125	50.37	135
	Class Size Range 27 or more	8.17	17	5.02	11	12.83	29	8.73	20	14.62	38	19.40	52
010026	Iowa High School												
	Class Size Range 1 - 20	44.04	48	46.79	51	34.26	37	48.78	60	53.38	71	51.32	78
	Class Size Range 21 - 26	43.12	47	25.69	28	46.30	50	37.40	46	29.32	39	33.55	51
	Class Size Range 27 or more	12.84	14	27.52	30	19.44	21	13.82	17	17.29	23	15.13	23
010031	Lake Charles/Boston High School												
	Class Size Range 1 - 20	22.58	28	17.05	22	33.58	46	46.04	64	34.48	50	48.80	81
	Class Size Range 21 - 26	47.58	59	39.53	51	36.50	50	33.09	46	50.34	73	30.72	51
	Class Size Range 27 or more	29.84	37	43.41	56	29.93	41	20.86	29	15.17	22	20.48	34
010033	LaGrange High School												
	Class Size Range 1 - 20	35.46	111	35.39	109	37.34	115	47.37	144	48.07	162	51.88	179
	Class Size Range 21 - 26	44.41	139	42.21	130	37.01	114	36.84	112	33.83	114	31.01	107
	Class Size Range 27 or more	20.13	63	22.40	69	25.65	79	15.79	48	18.10	61	17.10	59
010052	Sulphur High School												
	Class Size Range 1 - 20	26.25	110	20.73	91	20.31	93	28.70	132	30.94	155	33.66	172
	Class Size Range 21 - 26	50.84	213	67.65	297	72.49	332	61.52	283	62.67	314	57.93	296
	Class Size Range 27 or more	22.91	96	11.62	51	7.21	33	9.78	45	6.39	32	8.41	43
010056	Vinton High School												
	Class Size Range 1 - 20	59.55	53	56.32	49	56.18	50	47.13	41	50.53	48	48.51	49
	Class Size Range 21 - 26	39.33	35	43.68	38	42.70	38	50.57	44	38.95	37	39.60	40
	Class Size Range 27 or more	1.12	1	0.00	0	1.12	1	2.30	2	10.53	10	11.88	12
010058	Washington/Marion Magnet High School												
	Class Size Range 1 - 20	49.75	99	56.28	121	51.58	114	53.81	120	51.97	119	49.58	119
	Class Size Range 21 - 26	33.67	67	22.79	49	29.41	65	30.04	67	31.44	72	30.00	72
	Class Size Range 27 or more	16.58	33	20.93	45	19.00	42	16.14	36	16.59	38	20.42	49

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010064	Westlake High School												
	Class Size Range 1 - 20	38.36	61	39.53	68	33.93	57	36.09	61	43.10	75	49.21	94
	Class Size Range 21 - 26	54.09	86	48.26	83	57.74	97	42.60	72	45.40	79	43.98	84
	Class Size Range 27 or more	7.55	12	12.21	21	8.33	14	21.30	36	11.49	20	6.81	13
010070	Calcasieu P.M. High School												
	Class Size Range 1 - 20	91.30	21	100.00	23	96.15	25	95.83	23	100.00	26	100.00	26
	Class Size Range 21 - 26	4.35	1	0.00	0	3.85	1	0.00	0	0.00	0	0.00	0
	Class Size Range 27 or more	4.35	1	0.00	0	0.00	0	4.17	1	0.00	0	0.00	0
010072	Calcasieu Career Center												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	100.00	77	100.00	83
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Class Size Range 27 or more	~	~	~	~	~	~	~	~	0.00	0	0.00	0
District (High Schools)													
	Class Size Range 1 - 20	~	~	36.01	799	35.28	803	39.76	910	45.11	1,145	47.24	1,257
	Class Size Range 21 - 26	~	~	49.03	1,088	52.02	1,184	48.36	1,107	43.85	1,113	40.92	1,089
	Class Size Range 27 or more	~	~	14.96	332	12.70	289	11.88	272	11.03	280	11.84	315
District (All Schools)													
	Class Size Range 1 - 20	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198	42.04	2,427
	Class Size Range 21 - 26	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700	44.57	2,573
	Class Size Range 27 or more	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856	13.39	773
State (High Schools)													
	Class Size Range 1 - 20	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
	Class Size Range 21 - 26	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
	Class Size Range 27 or more	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3d: Class Size Characteristics
Combination Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010004	Bell City High School												
	Class Size Range 1 - 20	55.43	51	48.04	49	40.20	41	39.81	41	45.61	52	48.70	56
	Class Size Range 21 - 26	34.78	32	44.12	45	47.06	48	45.63	47	31.58	36	22.61	26
	Class Size Range 27 or more	9.78	9	7.84	8	12.75	13	14.56	15	22.81	26	28.70	33
010051	Starks High School												
	Class Size Range 1 - 20	65.96	62	74.49	73	78.13	75	84.38	81	86.24	94	91.74	100
	Class Size Range 21 - 26	31.91	30	23.47	23	21.88	21	13.54	13	12.84	14	8.26	9
	Class Size Range 27 or more	2.13	2	2.04	2	0.00	0	2.08	2	0.92	1	0.00	0
District (Combination Schools)													
	Class Size Range 1 - 20	~	~	61.00	122	58.59	116	61.31	122	65.47	146	69.64	156
	Class Size Range 21 - 26	~	~	34.00	68	34.85	69	30.15	60	22.42	50	15.63	35
	Class Size Range 27 or more	~	~	5.00	10	6.57	13	8.54	17	12.11	27	14.73	33
District (All Schools)													
	Class Size Range 1 - 20	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198	42.04	2,427
	Class Size Range 21 - 26	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700	44.57	2,573
	Class Size Range 27 or more	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856	13.39	773
State (Combination Schools)													
	Class Size Range 1 - 20	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555	59.43	4,441
	Class Size Range 21 - 26	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356	29.14	2,178
	Class Size Range 27 or more	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961	11.43	854
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-9
Students Suspended and Expelled	3-17

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
010002 Barbe Elementary School	94.63	94.44	94.51	92.13	94.00	94.28
010006 Brentwood Elementary School	94.03	94.93	94.60	93.12	94.84	94.97
010009 Jessie D. Clifton Elementary School	96.61	96.52	95.97	95.91	96.33	96.01
010010 College Oaks Elementary School	96.03	96.55	96.42	95.66	95.82	95.74
010011 Combre, Doretha A., Elementary School	94.66	94.80	94.95	94.39	94.56	93.55
010012 Cooley, T.S., Elementary Magnet School	96.82	96.92	96.88	96.36	96.59	96.23
010013 DeQuincy Elementary School	94.57	94.36	93.55	93.02	94.51	94.29
010016 Dolby Elementary School	96.25	96.77	96.72	95.81	96.28	96.32
010017 Rosa Fondel Elementary	95.02	95.00	95.63	94.89	95.96	96.01
010018 Fairview Elementary School	96.08	96.36	96.26	96.03	96.49	96.19
010019 Frasch Elementary School	95.80	95.87	95.66	94.94	95.06	96.36
010023 Henning, W.T., Elementary School	95.91	96.04	95.78	94.87	94.76	95.44
010024 Henry Heights Elementary School	95.74	96.03	95.88	95.71	95.81	95.59
010027 Johnson, John J. II, Elementary School	94.53	95.09	95.50	94.71	95.03	95.34
010028 Kaufman, M.J., Elementary School	95.72	96.18	96.20	94.75	95.80	95.04
010029 Kennedy, John F., Elementary School	95.77	95.89	95.25	94.56	95.31	95.36
010030 Key, E.K., Elementary School	95.17	95.94	95.63	94.92	95.39	95.70
010036 Maplewood Middle School	96.77	97.08	97.06	95.45	95.86	95.60
010039 Moss Bluff Elementary School	95.91	96.19	95.73	95.72	95.36	95.12
010042 Nelson, A.A., Elementary School	96.13	96.29	96.24	96.25	96.51	97.08
010043 Oak Park Elementary School	95.80	95.89	95.71	96.04	96.13	95.94
010045 Perkins, D.S., Elementary School	93.56	94.11	94.08	94.25	93.98	94.28
010046 Prien Lake Elementary School	96.25	96.41	96.63	96.27	96.49	96.30
010050 St. John Elementary School	95.42	96.16	95.71	94.41	95.65	95.19
010053 Vincent Settlement Elementary School	~	~	~	95.99	95.92	95.71
010054 Vincent, Richard W., Elementary School	95.64	95.69	95.81	95.58	95.58	95.38
010055 Vinton Elementary School	95.16	95.48	95.39	95.95	95.80	95.73
010059 Watkins, T.H., Elementary School	97.13	97.01	97.10	95.90	96.33	96.04
010060 Watson, J.I., Middle School	95.76	95.98	95.82	94.34	94.41	94.40
010061 Watson, Pearl, Elementary School	95.83	96.01	96.04	94.78	95.15	95.85
010063 Western Heights Elementary School	95.74	95.65	95.34	94.61	94.76	95.41
010065 Westwood Elementary School	95.66	95.48	95.59	95.15	95.35	94.84
010067 Wilson, Ralph F., Elementary School	95.58	95.03	95.87	95.12	95.54	95.74
010068 Gillis Elementary School	95.64	95.39	95.28	93.87	93.82	93.64

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4a: Percent of Student Attendance
Elementary Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
District (Elementary Schools)	~	95.89	95.78	95.05	95.39	95.37
District (All Schools)	94.26	94.20	94.05	92.52	93.67	93.46
State (Elementary Schools)	~	95.01	95.21	95.01	95.20	95.01
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
010001 Arnett, S.P., Middle School	94.74	94.95	94.60	93.05	94.56	93.84
010015 DeQuincy Middle School	94.18	94.23	93.86	92.16	93.00	93.23
010034 Lewis, W.W., Middle School	94.23	94.68	94.78	92.86	94.09	94.17
010035 LeBlanc Middle School	93.15	93.96	92.94	92.50	93.62	93.84
010038 Molo, Ray D., Middle Magnet School	93.70	93.38	92.38	88.24	92.66	92.55
010040 Moss Bluff Middle School	94.72	94.77	95.06	94.51	95.37	94.31
010044 Oak Park Middle School	94.89	97.40	94.03	93.15	94.05	94.20
010047 Reynaud Middle School	92.23	94.20	89.02	87.55	89.73	88.71
010057 Vinton Middle School	93.36	93.30	97.23	92.30	94.03	92.58
010062 Welsh, S.J., Middle School	97.48	94.38	95.14	93.28	94.48	94.35
010066 White, F.K., Middle School	93.72	94.20	93.89	92.42	94.02	93.16
District (Middle/Jr. High Schools)	~	94.52	94.13	92.38	93.89	93.51
District (All Schools)	94.26	94.20	94.05	92.52	93.67	93.46
State (Middle/Jr. High Schools)	~	92.84	92.72	92.56	93.14	92.69
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
010003 Barbe, Alfred M., High School	94.03	91.14	91.34	88.15	91.40	90.58
010014 DeQuincy High School	91.31	90.80	90.76	91.10	94.17	91.60
010025 Houston, Sam, High School	91.05	92.01	92.23	91.68	92.38	92.27
010026 Iowa High School	91.34	89.40	89.35	90.18	90.95	90.20
010031 Lake Charles/Boston High School	90.07	89.79	88.56	81.49	87.79	87.79
010033 LaGrange High School	89.13	88.70	88.13	84.94	89.73	89.44
010052 Sulphur High School	91.28	90.26	90.95	89.37	90.19	90.78
010056 Vinton High School	90.48	90.77	91.52	91.77	92.73	93.09
010058 Washington/Marion Magnet High School	88.89	89.40	89.43	84.69	85.52	85.79
010064 Westlake High School	93.07	93.28	92.79	90.18	91.95	92.03
010070 Calcasieu P.M. High School	79.32	85.11	89.79	85.16	85.37	82.01
010072 Calcasieu Career Center	~	~	~	~	88.71	86.42
District (High Schools)	~	90.50	90.57	88.16	90.42	90.19
District (All Schools)	94.26	94.20	94.05	92.52	93.67	93.46
State (High Schools)	~	90.97	91.02	90.62	91.06	90.75
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4d: Percent of Student Attendance
Combination Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
010004 Bell City High School	93.68	96.95	95.00	92.03	93.78	92.32
010051 Starks High School	94.06	94.11	93.60	91.50	94.52	93.61
District (Combination Schools)	~	95.65	94.38	91.81	94.09	92.83
District (All Schools)	94.26	94.20	94.05	92.52	93.67	93.46
State (Combination Schools)	~	94.45	94.48	94.20	94.67	94.16
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- 1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:
 - Death;
 - Temporary absence due to suspension or illness; or
 - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
010001	Arnett, S.P., Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	1.00	2	1.08	2	2.79	6
010003	Barbe, Alfred M., High School												
	Grade 9	1.47	8	4.71	28	0.98	6	2.47	14	4.02	20	5.87	29
	Grade 10	2.50	13	4.78	21	2.10	11	6.21	31	2.85	14	3.92	17
	Grade 11	1.99	8	4.08	18	2.89	11	4.35	17	2.81	11	2.33	10
	Grade 12	1.92	6	3.23	12	2.08	9	3.19	11	3.62	13	2.35	9
010004	Bell City High School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	2.27	1	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	1.82	1	1.67	1	2.44	1
	Grade 9	1.85	1	0.00	0	2.22	1	3.92	2	1.82	1	3.23	2
	Grade 10	2.50	1	1.89	1	1.89	1	6.98	3	3.70	2	6.78	4
	Grade 11	0.00	0	2.56	1	4.00	2	4.55	2	0.00	0	2.17	1
	Grade 12	0.00	0	0.00	0	0.00	0	6.98	3	4.88	2	13.89	5
010014	DeQuincy High School												
	Grade 9	0.64	1	0.71	1	0.00	0	4.95	5	0.91	1	4.72	5
	Grade 10	0.00	0	0.00	0	0.83	1	8.11	9	6.98	6	3.16	3
	Grade 11	0.00	0	0.92	1	0.00	0	10.31	10	2.44	2	4.29	3
	Grade 12	0.00	0	1.11	1	1.10	1	1.39	1	1.16	1	2.47	2
010015	DeQuincy Middle School												
	Grade 7	0.75	1	1.00	1	0.00	0	0.00	0	0.93	1	0.78	1
	Grade 8	0.75	1	0.00	0	1.98	2	0.93	1	2.65	3	1.02	1
010025	Houston, Sam, High School												
	Grade 9	2.10	6	0.93	3	0.96	3	5.97	20	4.15	14	2.83	10
	Grade 10	1.67	5	1.81	5	0.33	1	7.22	20	2.97	9	5.41	16
	Grade 11	1.59	4	0.39	1	0.00	0	1.64	4	3.00	7	5.20	14
	Grade 12	2.68	6	0.92	2	0.40	1	4.93	11	4.39	10	2.29	5
010026	Iowa High School												
	Grade 9	0.59	1	0.56	1	0.00	0	6.29	11	3.77	6	10.17	18
	Grade 10	0.82	1	0.75	1	0.00	0	4.76	7	3.27	5	7.75	11
	Grade 11	0.88	1	0.00	0	0.00	0	9.57	11	7.03	9	5.22	7
	Grade 12	1.03	1	0.96	1	0.00	0	4.59	5	9.52	10	5.98	7

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010031	Lake Charles/Boston High School												
	Grade 9	2.84	9	5.09	17	1.75	6	13.45	23	11.11	20	15.00	33
	Grade 10	2.75	5	6.19	12	3.24	7	8.90	17	13.14	18	18.25	23
	Grade 11	3.37	6	2.60	4	3.13	5	5.84	9	8.38	14	12.10	15
	Grade 12	3.81	4	6.41	10	1.57	2	10.53	12	9.91	11	11.29	14
010033	LaGrange High School												
	Grade 9	2.63	13	3.44	17	1.63	8	8.91	32	4.19	16	5.39	20
	Grade 10	2.14	9	3.78	14	2.03	8	7.60	26	5.52	17	5.97	20
	Grade 11	2.74	9	5.56	16	2.34	7	6.32	18	7.27	21	5.14	13
	Grade 12	2.46	7	2.76	8	2.25	6	9.65	22	7.91	20	4.09	11
010034	Lewis, W.W., Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.36	1	1.09	3	0.00	0
	Grade 8	0.77	2	0.38	1	0.38	1	0.69	2	0.00	0	0.41	1
010035	LeBlanc Middle School												
	Grade 7	0.00	0	0.54	1	0.00	0	0.00	0	1.18	2	1.08	2
	Grade 8	0.00	0	0.00	0	0.58	1	1.26	2	1.28	2	2.48	4
010036	Maplewood Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.58	1	0.65	1	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.70	1
010038	Molo, Ray D., Middle Magnet School												
	Grade 7	0.40	1	0.43	1	0.00	0	1.95	4	1.49	3	1.67	4
	Grade 8	0.00	0	0.00	0	0.00	0	5.61	11	3.68	7	1.64	3
010040	Moss Bluff Middle School												
	Grade 7	0.00	0	0.32	1	0.00	0	1.18	4	0.68	2	0.95	3
	Grade 8	0.00	0	1.72	5	0.00	0	1.02	3	1.51	5	0.71	2
010044	Oak Park Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	1.86	4	0.00	0	0.94	2
	Grade 8	0.00	0	0.00	0	0.00	0	2.56	4	1.71	3	1.01	2
010047	Reynaud Middle School												
	Grade 7	2.69	6	1.08	2	0.48	1	4.82	8	8.39	12	1.91	3
	Grade 8	0.56	1	1.59	3	0.00	0	8.93	10	2.70	3	5.21	5

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010051	Starks High School												
	Grade 7	0.00	0	0.00	0	0.00	0	2.94	1	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	2.33	1	0.00	0	3.45	1	2.56	1
	Grade 9	0.00	0	2.00	1	5.88	3	6.00	3	8.51	4	3.45	1
	Grade 10	0.00	0	0.00	0	6.06	2	25.81	8	14.71	5	0.00	0
	Grade 11	0.00	0	4.17	1	8.70	2	6.90	2	6.25	1	11.54	3
	Grade 12	0.00	0	0.00	0	0.00	0	0.00	0	3.85	1	0.00	0
010052	Sulphur High School												
	Grade 9	2.15	15	1.51	10	3.10	23	7.70	48	4.12	26	4.28	29
	Grade 10	1.77	10	1.94	11	2.45	14	7.80	43	8.70	44	6.21	33
	Grade 11	3.08	12	1.72	8	3.01	14	4.95	21	4.38	19	3.94	16
	Grade 12	1.12	4	3.26	12	2.93	13	5.19	21	2.72	11	2.97	12
010056	Vinton High School												
	Grade 9	1.89	2	3.60	4	0.00	0	3.03	3	2.04	2	1.92	2
	Grade 10	0.00	0	1.06	1	4.82	4	4.17	4	7.29	7	4.44	4
	Grade 11	2.90	2	6.41	5	3.45	3	4.17	3	2.47	2	3.66	3
	Grade 12	3.17	2	6.25	4	2.67	2	2.67	2	4.55	3	4.11	3
010057	Vinton Middle School												
	Grade 7	0.93	1	0.00	0	0.00	0	1.64	2	1.00	1	0.00	0
	Grade 8	0.96	1	0.00	0	0.00	0	0.00	0	0.96	1	4.08	4
010058	Washington/Marion Magnet High School												
	Grade 9	0.96	3	3.86	12	1.80	6	8.70	22	8.79	24	5.90	16
	Grade 10	1.83	4	2.54	6	2.59	6	6.98	15	3.96	8	4.82	11
	Grade 11	0.00	0	1.69	3	2.55	5	5.56	9	4.95	9	3.90	6
	Grade 12	0.00	0	5.03	9	1.83	3	5.39	9	5.67	8	11.25	18
010060	Watson, J.I., Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.68	1	1.71	3	0.00	0
	Grade 8	0.67	1	1.71	3	0.00	0	3.40	5	1.36	2	1.16	2
010062	Welsh, S.J., Middle School												
	Grade 7	0.71	3	0.22	1	0.40	2	0.24	1	0.97	4	1.01	4
	Grade 8	0.95	4	0.25	1	0.23	1	1.22	5	1.29	5	0.26	1

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
010064	Westlake High School												
	Grade 9	3.35	8	3.57	10	1.98	5	3.69	8	4.35	9	4.35	9
	Grade 10	1.55	3	3.13	6	1.28	3	6.18	11	5.64	11	5.62	10
	Grade 11	2.04	3	1.76	3	2.44	4	7.74	13	5.00	7	1.84	3
	Grade 12	1.56	2	2.01	3	0.68	1	10.29	14	4.64	7	5.65	7
010066	White, F.K., Middle School												
	Grade 7	0.43	2	0.00	0	0.00	0	1.68	5	0.61	2	1.09	3
	Grade 8	1.52	6	0.00	0	0.30	1	2.94	9	1.19	3	1.05	3
010070	Calcasieu P.M. High School												
	Grade 9	7.14	2	30.51	18	19.15	9	42.31	11	90.91	10	68.75	11
	Grade 10	24.00	6	25.93	7	16.67	6	31.71	13	78.57	11	80.00	12
	Grade 11	2.94	1	17.02	8	8.57	3	52.63	10	66.67	16	83.33	15
	Grade 12	3.57	1	36.36	12	22.86	8	36.11	13	42.86	15	44.12	15
010072	Calcasieu Career Center												
	Grade 7	~	~	~	~	~	~	~	~	5.13	2	3.39	2
	Grade 8	~	~	~	~	~	~	~	~	0.00	0	6.78	4
	Grade 9	~	~	~	~	~	~	~	~	4.00	2	23.08	18
	Grade 10	~	~	~	~	~	~	~	~	4.00	1	24.53	13
	Grade 11	~	~	~	~	~	~	~	~	6.67	1	30.00	6
	Grade 12	~	~	~	~	~	~	~	~	0.00	0	36.36	4

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

	1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Grade 7	0.50	14	0.25	7	0.10	3	1.14	32	1.35	37	0.87	24
Grade 8	0.60	16	0.49	13	0.27	7	2.10	55	1.46	38	1.59	41
Grade 9	2.31	69	3.91	122	2.22	70	6.91	202	5.34	155	6.78	203
Grade 10	2.25	57	3.37	85	2.35	64	7.86	207	6.27	158	7.02	177
Grade 11	2.22	46	3.14	69	2.59	56	5.99	129	5.46	119	5.36	115
Grade 12	1.95	33	3.78	74	2.28	46	6.37	124	5.61	112	5.53	112
Grades 9 - 12	~	~	~	~	~	~	6.85	662	5.67	544	6.27	607
State												
Grade 7	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
Grade 8	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
Grade 9	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
Grade 10	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
Grade 11	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
Grade 12	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
Grades 9 - 12	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002	Barbe Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	4.04	20	10.80	50	4.88	24	7.96	32	4.05	16	2.30	9
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010006	Brentwood Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	8.33	40	7.03	32	9.01	41	11.62	48	5.22	20	12.89	49
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.22	1	0.88	4	0.48	2	0.00	0	0.26	1
010009	Jessie D. Clifton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.18	1	0.00	0	0.18	1	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
010010	College Oaks Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.22	1	0.00	0
	Suspended (Out of School)	0.41	2	0.39	2	0.74	4	1.14	6	2.43	11	0.23	1
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010011	Combre, Doretha A., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	1.04	3	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
010012	Cooley, T.S., Elementary Magnet School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	2.59	9	1.78	6	0.60	2	2.23	7	0.96	3	0.64	2
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010013	DeQuincy Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	2.58	20	2.22	17	1.03	8	0.89	7	1.20	9	1.58	12
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010016	Dolby Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.30	1	~	~
	Suspended (Out of School)	0.00	0	0.22	1	0.00	0	1.36	5	0.91	3	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
010017	Rosa Fondel Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.88	3	0.69	2	7.25	19	2.96	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010018	Fairview Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	5.35	32	4.79	27	1.77	10	2.48	13	0.83	4	4.00	19
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010019	Frasch Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.15	1	0.00	0	0.51	3	0.18	1	0.38	2
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010023	Henning, W.T., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.83	7	0.72	6	0.61	5	0.19	1	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010024	Henry Heights Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	1.20	6	0.85	4	1.02	5	3.08	13	2.28	10	1.75	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010027	Johnson, John J. II, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.20	1	0.22	1	0.26	1	1.33	5
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.20	1	0.00	0	0.00	0	0.00	0
010028	Kaufman, M.J., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.96	3	0.00	0	0.96	3
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010029	Kennedy, John F., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.28	1	0.85	3	0.27	1	3.37	12	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
010030	Key, E.K., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.35	2	0.18	1	0.00	0	0.00	0	0.22	1	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.22	1	~	~
010036	Maplewood Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.30	4	0.07	1
	Suspended (Out of School)	3.22	48	4.46	64	3.70	53	8.42	116	4.29	58	3.96	53
	Expelled (In School)	~	~	~	~	~	~	~	~	0.37	5	0.07	1
	Expelled (Out of School)	0.07	1	0.07	1	0.00	0	0.15	2	0.07	1	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010039	Moss Bluff Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.09	1	1.18	13	0.91	10	1.58	16	1.39	14	1.22	13
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010042	Nelson, A.A., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.19	1
	Suspended (Out of School)	0.00	0	0.19	1	0.89	5	1.48	8	0.73	4	1.11	6
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010043	Oak Park Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.26	8	1.20	5
	Suspended (Out of School)	5.31	24	3.76	16	4.43	20	5.68	21	4.52	16	9.13	38
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010045	Perkins, D.S., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.53	2	0.27	1
	Suspended (Out of School)	0.24	1	1.21	5	0.76	3	0.74	3	1.33	5	1.61	6
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010046	Prien Lake Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.72	5	0.00	0	0.00	0	0.15	1	0.16	1	0.64	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010050	St. John Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.80	4	2.43	13	0.89	5	1.41	8	2.07	12	2.06	13
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010053	Vincent Settlement Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	0.55	2	1.10	4	1.11	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	0.00	0	0.00	0	0.00	0
010054	Vincent, Richard W., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.19	1	0.20	1	0.21	1	0.66	3
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010055	Vinton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.67	27	1.54	11	0.92	6	4.88	32	4.38	28	3.26	21
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.14	1	0.00	0	0.15	1	0.00	0	0.00	0
010059	Watkins, T.H., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.32	1	1.26	4	6.69	22	10.64	35	5.38	17	4.15	13
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010060	Watson, J.I., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.07	1	0.14	2
	Suspended (Out of School)	8.06	110	8.91	127	6.59	93	7.40	103	5.97	84	7.50	104
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	1	0.29	4
	Expelled (Out of School)	0.07	1	0.00	0	0.21	3	0.50	7	0.07	1	0.07	1
010061	Watson, Pearl, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.19	1	0.00	0	0.00	0	0.00	0	4.87	25	7.68	39
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010063	Western Heights Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.17	1	2.21	13	1.41	7	2.46	11	1.33	6
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010065	Westwood Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.29	2	0.14	1	0.29	2	0.00	0	0.00	0	0.63	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010067	Wilson, Ralph F., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.15	1	0.17	1	0.18	1	1.29	7	0.55	3
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.18	1	0.00	0
010068	Gillis Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.99	7	0.26	2	0.00	0	1.39	11	1.31	10	1.31	10
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.13	1	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.10	17	0.06	10
	Suspended (Out of School)	~	~	2.34	409	1.96	339	2.88	513	2.32	395	2.65	451
	Expelled (In School)	~	~	~	~	~	~	~	~	0.04	6	0.03	5
	Expelled (Out of School)	~	~	0.02	3	0.05	8	0.07	13	0.02	4	0.01	2
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.06	20	0.09	33
	Suspended (Out of School)	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540	11.01	3,871
	Expelled (In School)	~	~	~	~	~	~	~	~	0.42	148	0.57	199
	Expelled (Out of School)	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39	0.44	156
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
	Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
	Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010001	Arnett, S.P., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.84	5
	Suspended (Out of School)	8.40	56	10.45	67	9.97	65	11.53	74	12.30	75	13.83	82
	Expelled (In School)	~	~	~	~	~	~	~	~	0.33	2	0.00	0
	Expelled (Out of School)	0.00	0	0.16	1	0.61	4	0.31	2	0.00	0	0.67	4
010015	DeQuincy Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.28	1
	Suspended (Out of School)	20.67	80	13.69	49	12.36	43	20.92	73	22.46	84	25.28	89
	Expelled (In School)	~	~	~	~	~	~	~	~	0.53	2	1.99	7
	Expelled (Out of School)	1.03	4	0.00	0	0.86	3	1.43	5	0.27	1	0.00	0
010034	Lewis, W.W., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	6.38	54	8.31	71	11.56	105	18.12	158	13.13	114	16.39	137
	Expelled (In School)	~	~	~	~	~	~	~	~	0.81	7	0.96	8
	Expelled (Out of School)	0.24	2	0.12	1	0.22	2	0.34	3	0.23	2	0.12	1
010035	LeBlanc Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	6.97	38	9.52	54	12.34	68	12.50	68	13.81	75	16.30	89
	Expelled (In School)	~	~	~	~	~	~	~	~	1.10	6	0.92	5
	Expelled (Out of School)	0.00	0	0.00	0	0.18	1	0.74	4	0.00	0	1.47	8
010038	Molo, Ray D., Middle Magnet School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.73	5
	Suspended (Out of School)	15.01	115	15.36	108	12.55	91	18.06	125	10.17	73	12.35	85
	Expelled (In School)	~	~	~	~	~	~	~	~	0.42	3	1.60	11
	Expelled (Out of School)	0.13	1	1.14	8	0.55	4	2.75	19	0.14	1	0.29	2
010040	Moss Bluff Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	5.56	50	7.17	67	6.93	69	13.95	135	5.89	57	7.28	70
	Expelled (In School)	~	~	~	~	~	~	~	~	0.41	4	1.35	13
	Expelled (Out of School)	0.00	0	0.21	2	0.30	3	1.45	14	0.00	0	0.31	3

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010044	Oak Park Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	18.78	117	23.95	143	29.91	201	34.79	223	25.93	167	29.47	196
	Expelled (In School)	~	~	~	~	~	~	~	~	1.40	9	2.11	14
	Expelled (Out of School)	0.16	1	0.84	5	2.83	19	2.34	15	0.78	5	0.75	5
010047	Reynaud Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	17.89	119	18.08	124	22.00	152	39.96	189	39.04	187	44.21	206
	Expelled (In School)	~	~	~	~	~	~	~	~	2.30	11	3.65	17
	Expelled (Out of School)	0.75	5	1.17	8	5.07	35	6.13	29	0.00	0	1.29	6
010057	Vinton Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	22.12	71	19.57	64	14.07	46	21.61	75	23.32	80	21.60	70
	Expelled (In School)	~	~	~	~	~	~	~	~	1.46	5	1.54	5
	Expelled (Out of School)	0.62	2	0.92	3	0.31	1	1.15	4	0.29	1	0.62	2
010062	Welsh, S.J., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	11.23	142	12.21	161	10.09	139	15.74	212	11.03	141	10.57	132
	Expelled (In School)	~	~	~	~	~	~	~	~	0.08	1	0.48	6
	Expelled (Out of School)	0.79	10	0.38	5	1.31	18	0.97	13	0.08	1	0.24	3
010066	White, F.K., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.11	1	0.00	0
	Suspended (Out of School)	11.59	148	14.67	180	16.70	178	23.74	235	20.11	183	22.44	197
	Expelled (In School)	~	~	~	~	~	~	~	~	1.98	18	1.48	13
	Expelled (Out of School)	0.78	10	0.33	4	0.94	10	1.82	18	0.11	1	0.46	4

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.01	1	0.15	11
	Suspended (Out of School)	~	~	15.12	1,088	15.87	1,157	20.20	1,525	16.28	1,210	18.34	1,331
	Expelled (In School)	~	~	~	~	~	~	~	~	0.92	68	1.36	99
	Expelled (Out of School)	~	~	0.51	37	1.37	100	1.67	126	0.16	12	0.52	38
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.06	20	0.09	33
	Suspended (Out of School)	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540	11.01	3,871
	Expelled (In School)	~	~	~	~	~	~	~	~	0.42	148	0.57	199
	Expelled (Out of School)	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39	0.44	156
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
	Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
	Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010003	Barbe, Alfred M., High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	12.07	215	12.68	234	11.80	230	18.57	344	13.90	249	18.09	325
	Expelled (In School)	~	~	~	~	~	~	~	~	0.56	10	0.83	15
	Expelled (Out of School)	0.45	8	0.49	9	0.26	5	1.19	22	0.06	1	0.33	6
010014	DeQuincy High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	13.38	61	10.30	48	10.72	49	13.72	55	13.65	52	21.39	80
	Expelled (In School)	~	~	~	~	~	~	~	~	0.26	1	0.53	2
	Expelled (Out of School)	0.22	1	0.21	1	0.22	1	0.50	2	0.00	0	0.53	2
010025	Houston, Sam, High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	10.45	111	15.92	171	11.30	125	11.57	129	16.61	188	19.97	232
	Expelled (In School)	~	~	~	~	~	~	~	~	1.24	14	1.03	12
	Expelled (Out of School)	0.66	7	0.09	1	0.27	3	0.09	1	0.35	4	0.60	7
010026	Iowa High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.17	1
	Suspended (Out of School)	16.53	83	17.18	89	18.77	104	21.20	120	17.71	102	26.59	159
	Expelled (In School)	~	~	~	~	~	~	~	~	0.69	4	0.50	3
	Expelled (Out of School)	0.20	1	0.77	4	0.36	2	1.59	9	0.00	0	0.67	4
010031	Lake Charles/Boston High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	15.35	120	16.95	142	14.44	122	22.82	160	24.71	168	21.46	147
	Expelled (In School)	~	~	~	~	~	~	~	~	1.18	8	0.73	5
	Expelled (Out of School)	0.26	2	0.12	1	0.24	2	1.00	7	0.15	1	0.58	4
010033	LaGrange High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	15.84	242	19.21	277	18.10	263	23.54	303	24.51	324	24.06	319
	Expelled (In School)	~	~	~	~	~	~	~	~	0.53	7	0.90	12
	Expelled (Out of School)	0.52	8	0.76	11	1.10	16	1.40	18	0.00	0	0.15	2

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² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010052	Sulphur High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.05	1
	Suspended (Out of School)	9.61	193	9.24	191	10.22	227	14.29	304	12.97	271	10.64	226
	Expelled (In School)	~	~	~	~	~	~	~	~	0.57	12	0.56	12
	Expelled (Out of School)	0.00	0	0.24	5	0.41	9	0.47	10	0.05	1	0.33	7
010056	Vinton High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.26	1
	Suspended (Out of School)	19.12	61	20.17	70	14.29	52	19.15	72	15.71	60	18.70	72
	Expelled (In School)	~	~	~	~	~	~	~	~	0.52	2	2.08	8
	Expelled (Out of School)	0.31	1	0.29	1	0.55	2	1.33	5	0.00	0	0.78	3
010058	Washington/Marion Magnet High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	21.50	198	31.78	287	25.59	237	30.28	261	29.20	257	29.63	267
	Expelled (In School)	~	~	~	~	~	~	~	~	1.02	9	1.33	12
	Expelled (Out of School)	0.65	6	0.89	8	0.86	8	2.67	23	0.34	3	1.11	10
010064	Westlake High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.14	1
	Suspended (Out of School)	14.55	103	17.32	137	14.75	118	19.95	148	23.49	171	20.52	143
	Expelled (In School)	~	~	~	~	~	~	~	~	0.41	3	1.58	11
	Expelled (Out of School)	0.14	1	1.14	9	0.63	5	1.21	9	0.00	0	0.57	4
010070	Calcasieu P.M. High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
010072	Calcasieu Career Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.50	1	2.61	8
	Suspended (Out of School)	~	~	~	~	~	~	~	~	35.15	71	52.44	161
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	~	~	6.44	13	21.82	67

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² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.01	1	0.12	12
	Suspended (Out of School)	~	~	17.29	1,646	15.62	1,527	18.98	1,875	18.81	1,873	20.57	2,074
	Expelled (In School)	~	~	~	~	~	~	~	~	0.70	70	0.91	92
	Expelled (Out of School)	~	~	0.53	50	0.54	53	1.07	106	0.23	23	1.15	116
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.06	20	0.09	33
	Suspended (Out of School)	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540	11.01	3,871
	Expelled (In School)	~	~	~	~	~	~	~	~	0.42	148	0.57	199
	Expelled (Out of School)	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39	0.44	156
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
	Suspended (Out of School)	~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
	Expelled (In School)	~	~	~	~	~	~	~	~	0.11	254	0.23	512
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010004	Bell City High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	7.95	43	6.18	37	5.44	33	9.92	59	7.62	48	9.03	55
	Expelled (In School)	~	~	~	~	~	~	~	~	0.32	2	0.49	3
	Expelled (Out of School)	0.00	0	0.17	1	0.00	0	0.34	2	0.00	0	0.00	0
010051	Starks High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.22	1	0.00	0
	Suspended (Out of School)	6.56	33	11.74	60	12.50	63	13.55	66	15.79	72	13.38	59
	Expelled (In School)	~	~	~	~	~	~	~	~	0.44	2	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.60	3	0.21	1	0.00	0	0.00	0
District (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.09	1	0.00	0
	Suspended (Out of School)	~	~	9.91	97	9.40	96	11.55	125	11.05	120	10.86	114
	Expelled (In School)	~	~	~	~	~	~	~	~	0.37	4	0.29	3
	Expelled (Out of School)	~	~	0.10	1	0.29	3	0.28	3	0.00	0	0.00	0
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.06	20	0.09	33
	Suspended (Out of School)	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540	11.01	3,871
	Expelled (In School)	~	~	~	~	~	~	~	~	0.42	148	0.57	199
	Expelled (Out of School)	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39	0.44	156
State¹ (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	3.50	1,464	4.40	1,756
	Suspended (Out of School)	~	~	~	~	~	~	~	~	7.88	3,296	8.09	3,226
	Expelled (In School)	~	~	~	~	~	~	~	~	0.05	20	0.05	18
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.21	87	0.21	85
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Reading Level Evaluation Results.....	4-1
Criterion-referenced Test (CRT) Results.....	4-17
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Reading Level Evaluation Results

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002 Barbe Elementary School													
	Students Assessed		~		~		~		~		~		47
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.68	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.32	26
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010004 Bell City High School													
	Students Assessed		~		~		~		~		~		28
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.29	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.71	17
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010006 Brentwood Elementary School													
	Students Assessed		~		~		~		~		~		52
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	53.85	28
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.15	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010009 Jessie D. Clifton Elementary School													
	Students Assessed		~		~		~		~		~		91
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.44	55
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.56	36
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010010 College Oaks Elementary School													
	Students Assessed		~		~		~		~		~		61
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.51	18
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	70.49	43
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010011 Combre, Doretha A., Elementary School													
	Students Assessed		~		~		~		~		~		46
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.52	26
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010012	Cooley, T.S., Elementary Magnet School												
	Students Assessed		~		~		~		~		~		52
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.69	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	71.15	37
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.15	11
010013	DeQuincy Elementary School												
	Students Assessed		~		~		~		~		~		146
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.99	54
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.96	89
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.05	3
010016	Dolby Elementary School												
	Students Assessed		~		~		~		~		~		42
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.43	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	78.57	33
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010017	Rosa Fondel Elementary												
	Students Assessed		~		~		~		~		~		24
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	12
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010018	Fairview Elementary School												
	Students Assessed		~		~		~		~		~		62
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.10	23
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.90	39
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010019	Frasch Elementary School												
	Students Assessed		~		~		~		~		~		77
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.38	18
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.83	53
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.79	6

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010023	Henning, W.T., Elementary School												
	Students Assessed		~		~		~		~		~		78
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.05	25
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.69	45
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.26	8
010024	Henry Heights Elementary School												
	Students Assessed		~		~		~		~		~		67
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.33	23
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.18	43
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.49	1
010027	Johnson, John J. II, Elementary School												
	Students Assessed		~		~		~		~		~		59
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.41	38
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.59	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010028	Kaufman, M.J., Elementary School												
	Students Assessed		~		~		~		~		~		36
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.78	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.22	17
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010029	Kennedy, John F., Elementary School												
	Students Assessed		~		~		~		~		~		50
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.00	28
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.00	22
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010030	Key, E.K., Elementary School												
	Students Assessed		~		~		~		~		~		56
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.93	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.36	31
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.71	6

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010036	Maplewood Middle School												
	Students Assessed		~		~		~		~		~		105
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.19	38
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.86	66
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.95	1
010039	Moss Bluff Elementary School												
	Students Assessed		~		~		~		~		~		140
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.57	33
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	71.43	100
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.00	7
010042	Nelson, A.A., Elementary School												
	Students Assessed		~		~		~		~		~		87
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.69	18
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	71.26	62
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.05	7
010043	Oak Park Elementary School												
	Students Assessed		~		~		~		~		~		60
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	30
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	30
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010045	Perkins, D.S., Elementary School												
	Students Assessed		~		~		~		~		~		51
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.53	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	74.51	38
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.96	1
010046	Prien Lake Elementary School												
	Students Assessed		~		~		~		~		~		88
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.32	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.77	57
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.91	14

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010050	St. John Elementary School												
	Students Assessed		~		~		~		~		~		98
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.69	34
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.10	54
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.20	10
010051	Starks High School												
	Students Assessed		~		~		~		~		~		27
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.11	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	77.78	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.11	3
010053	Vincent Settlement Elementary School												
	Students Assessed		~		~		~		~		~		59
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.32	35
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.98	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.69	1
010054	Vincent, Richard W., Elementary School												
	Students Assessed		~		~		~		~		~		58
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.52	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	79.31	46
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.17	3
010055	Vinton Elementary School												
	Students Assessed		~		~		~		~		~		87
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.98	40
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.02	47
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010059	Watkins, T.H., Elementary School												
	Students Assessed		~		~		~		~		~		51
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.82	30
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.84	4

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010060	Watson, J.I., Middle School												
	Students Assessed		~		~		~		~		~		121
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.76	59
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.76	59
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.48	3
010061	Watson, Pearl, Elementary School												
	Students Assessed		~		~		~		~		~		74
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.57	50
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.43	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010063	Western Heights Elementary School												
	Students Assessed		~		~		~		~		~		75
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.00	42
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.00	30
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	4.00	3
010065	Westwood Elementary School												
	Students Assessed		~		~		~		~		~		105
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.76	26
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	67.62	71
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.62	8
010067	Wilson, Ralph F., Elementary School												
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.50	45
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.50	27
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010068	Gillis Elementary School												
	Students Assessed		~		~		~		~		~		125
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.60	42
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	66.40	83
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District	Students Assessed		~		~		~		~		~		2,557
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.37	981
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.72	1,476
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.91	100
State (Public)	Students Assessed		~		~		~		~		~		58,692
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002 Barbe Elementary School													
	Students Assessed		~		~		~		~		~		41
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.10	23
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.90	18
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010004 Bell City High School													
	Students Assessed		~		~		~		~		~		39
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.59	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.41	22
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010006 Brentwood Elementary School													
	Students Assessed		~		~		~		~		~		55
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	49.09	27
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.91	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010009 Jessie D. Clifton Elementary School													
	Students Assessed		~		~		~		~		~		74
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	78.38	58
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.62	16
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010010 College Oaks Elementary School													
	Students Assessed		~		~		~		~		~		70
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	35
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	35
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010011 Combre, Doretha A., Elementary School													
	Students Assessed		~		~		~		~		~		35
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	85.71	30
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	5
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010012	Cooley, T.S., Elementary Magnet School												
	Students Assessed		~		~		~		~		~		52
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.77	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	92.31	48
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.92	1
010013	DeQuincy Elementary School												
	Students Assessed		~		~		~		~		~		99
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.52	51
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.48	48
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010016	Dolby Elementary School												
	Students Assessed		~		~		~		~		~		48
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.83	22
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.92	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.25	3
010017	Rosa Fondel Elementary												
	Students Assessed		~		~		~		~		~		38
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	81.58	31
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.42	7
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010018	Fairview Elementary School												
	Students Assessed		~		~		~		~		~		76
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	38
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	38
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010019	Frasch Elementary School												
	Students Assessed		~		~		~		~		~		76
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.26	42
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.42	33
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.32	1

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~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010023	Henning, W.T., Elementary School												
	Students Assessed		~		~		~		~		~		83
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	53.01	44
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.99	39
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010024	Henry Heights Elementary School												
	Students Assessed		~		~		~		~		~		74
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.14	26
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.86	48
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010027	Johnson, John J. II, Elementary School												
	Students Assessed		~		~		~		~		~		50
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	80.00	40
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	10
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010028	Kaufman, M.J., Elementary School												
	Students Assessed		~		~		~		~		~		51
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.22	20
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.90	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.88	3
010029	Kennedy, John F., Elementary School												
	Students Assessed		~		~		~		~		~		40
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	70.00	28
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.00	12
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010030	Key, E.K., Elementary School												
	Students Assessed		~		~		~		~		~		69
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.42	41
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.58	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0

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~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010036	Maplewood Middle School												
	Students Assessed		~		~		~		~		~		109
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.62	53
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.46	55
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.92	1
010039	Moss Bluff Elementary School												
	Students Assessed		~		~		~		~		~		151
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.36	70
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.98	80
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.66	1
010042	Nelson, A.A., Elementary School												
	Students Assessed		~		~		~		~		~		82
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.17	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	75.61	62
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.22	1
010043	Oak Park Elementary School												
	Students Assessed		~		~		~		~		~		69
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.83	33
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.72	35
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.45	1
010045	Perkins, D.S., Elementary School												
	Students Assessed		~		~		~		~		~		39
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.03	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.97	23
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010046	Prien Lake Elementary School												
	Students Assessed		~		~		~		~		~		93
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	31
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	63.44	59
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.23	3

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Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010050	St. John Elementary School												
	Students Assessed		~		~		~		~		~		80
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.00	28
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.00	52
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010051	Starks High School												
	Students Assessed		~		~		~		~		~		28
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.14	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.29	18
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.57	1
010053	Vincent Settlement Elementary School												
	Students Assessed		~		~		~		~		~		51
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.25	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.75	32
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010054	Vincent, Richard W., Elementary School												
	Students Assessed		~		~		~		~		~		59
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.90	20
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	64.41	38
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.69	1
010055	Vinton Elementary School												
	Students Assessed		~		~		~		~		~		86
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.35	39
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.65	47
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010059	Watkins, T.H., Elementary School												
	Students Assessed		~		~		~		~		~		55
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.00	33
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.00	22
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0

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~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010060	Watson, J.I., Middle School												
	Students Assessed		~		~		~		~		~		124
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	66.13	82
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.87	42
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010061	Watson, Pearl, Elementary School												
	Students Assessed		~		~		~		~		~		64
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	76.56	49
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.44	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010063	Western Heights Elementary School												
	Students Assessed		~		~		~		~		~		69
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.97	40
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.03	29
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010065	Westwood Elementary School												
	Students Assessed		~		~		~		~		~		80
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.25	29
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	63.75	51
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010067	Wilson, Ralph F., Elementary School												
	Students Assessed		~		~		~		~		~		70
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	82.86	58
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.14	12
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
010068	Gillis Elementary School												
	Students Assessed		~		~		~		~		~		104
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.12	49
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.88	55
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0

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~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District	Students Assessed		~		~		~		~		~		2,483
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.46	1,253
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.85	1,213
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.68	17
State (Public)	Students Assessed		~		~		~		~		~		56,800
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

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Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002	Barbe Elementary School												
	Language Arts	98	50	85	40	96	55	90	50	77	31	93	43
	Mathematics	98	50	93	40	98	52	92	50	87	31	86	43
010004	Bell City High School												
	Language Arts	97	33	100	39	98	43	100	37	93	43	97	37
	Mathematics	100	33	100	39	95	43	100	37	98	42	100	37
010006	Brentwood Elementary School												
	Language Arts	88	42	91	45	81	58	86	51	94	47	94	50
	Mathematics	98	42	96	46	83	58	92	51	96	46	90	50
010009	Jessie D. Clifton Elementary School												
	Language Arts	94	49	99	69	100	67	100	90	100	89	99	77
	Mathematics	96	49	100	69	99	67	98	90	94	89	97	77
010010	College Oaks Elementary School												
	Language Arts	100	57	95	62	98	54	92	65	95	59	95	73
	Mathematics	98	57	98	62	98	55	91	66	95	59	86	73
010011	Combre, Doretha A., Elementary School												
	Language Arts	98	40	94	35	97	39	100	37	100	30	92	36
	Mathematics	100	39	100	36	100	38	100	37	100	30	81	36
010012	Cooley, T.S., Elementary Magnet School												
	Language Arts	100	51	100	50	100	49	100	52	100	48	100	50
	Mathematics	98	51	100	50	100	49	100	52	98	48	100	50
010013	DeQuincy Elementary School												
	Language Arts	96	104	100	113	95	94	97	103	97	94	94	99
	Mathematics	98	104	100	113	97	93	96	102	98	93	98	100
010016	Dolby Elementary School												
	Language Arts	96	85	100	58	100	63	98	58	100	45	100	49
	Mathematics	99	85	100	58	100	63	97	58	98	45	96	49
010017	Rosa Fondel Elementary												
	Language Arts	92	48	97	32	95	39	94	32	86	37	83	46
	Mathematics	90	48	100	32	100	39	100	32	92	37	91	46
010018	Fairview Elementary School												
	Language Arts	96	76	94	66	100	74	95	63	98	61	97	77
	Mathematics	100	76	97	64	100	74	95	62	97	61	100	76

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010019	Frasch Elementary School												
	Language Arts	100	81	99	76	100	73	99	82	100	74	99	76
	Mathematics	100	81	96	76	100	76	99	80	99	74	93	76
010023	Henning, W.T., Elementary School												
	Language Arts	99	94	99	115	100	105	98	60	99	75	99	76
	Mathematics	99	94	100	114	100	105	97	60	99	75	93	76
010024	Henry Heights Elementary School												
	Language Arts	98	66	93	73	96	48	97	62	96	49	99	74
	Mathematics	94	63	90	73	96	48	85	62	98	49	92	74
010027	Johnson, John J. II, Elementary School												
	Language Arts	95	57	94	70	92	49	98	49	81	52	98	49
	Mathematics	93	57	99	70	86	49	94	50	80	50	80	49
010028	Kaufman, M.J., Elementary School												
	Language Arts	100	47	93	46	100	41	93	44	96	48	96	52
	Mathematics	100	48	91	46	100	41	93	44	98	48	94	52
010029	Kennedy, John F., Elementary School												
	Language Arts	98	42	100	35	100	31	100	42	95	39	91	34
	Mathematics	95	42	100	35	100	31	98	42	92	39	88	34
010030	Key, E.K., Elementary School												
	Language Arts	95	84	100	73	100	51	93	75	92	74	96	67
	Mathematics	98	82	96	73	98	51	94	77	91	74	97	67
010036	Maplewood Middle School												
	Language Arts	98	125	100	136	98	126	97	127	98	130	97	115
	Mathematics	98	123	100	135	99	125	98	125	100	130	97	115
010039	Moss Bluff Elementary School												
	Language Arts	98	133	99	159	96	137	99	149	98	154	98	145
	Mathematics	98	133	99	158	97	137	95	149	96	154	97	144
010042	Nelson, A.A., Elementary School												
	Language Arts	97	60	96	74	100	75	99	76	98	84	99	85
	Mathematics	98	59	97	73	99	75	97	75	98	84	99	84
010043	Oak Park Elementary School												
	Language Arts	100	46	96	53	98	43	100	44	98	56	96	80
	Mathematics	100	46	96	53	98	43	98	45	100	56	85	79

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010045	Perkins, D.S., Elementary School												
	Language Arts	97	36	90	30	100	46	96	46	100	45	100	37
	Mathematics	94	36	97	29	98	46	98	44	98	45	97	37
010046	Prien Lake Elementary School												
	Language Arts	98	118	100	104	98	102	97	107	99	110	99	91
	Mathematics	99	116	99	104	97	101	98	107	98	110	98	91
010050	St. John Elementary School												
	Language Arts	99	74	96	72	99	69	98	63	98	84	98	81
	Mathematics	100	74	99	72	99	69	97	63	96	84	95	81
010051	Starks High School												
	Language Arts	95	39	96	24	93	27	100	26	100	22	100	29
	Mathematics	100	39	100	24	100	27	100	26	100	22	100	29
010053	Vincent Settlement Elementary School												
	Language Arts	~	~	~	~	~	~	98	62	100	50	95	57
	Mathematics	~	~	~	~	~	~	95	62	98	50	95	57
010054	Vincent, Richard W., Elementary School												
	Language Arts	94	64	99	80	93	56	97	70	99	69	95	65
	Mathematics	95	62	95	79	96	54	99	69	97	69	94	65
010055	Vinton Elementary School												
	Language Arts	85	97	92	98	97	76	94	85	98	88	93	90
	Mathematics	89	97	92	98	96	76	94	85	93	87	85	88
010059	Watkins, T.H., Elementary School												
	Language Arts	100	31	100	44	100	52	100	43	100	33	96	56
	Mathematics	100	31	95	44	100	51	100	43	100	33	88	56
010060	Watson, J.I., Middle School												
	Language Arts	100	132	98	127	97	105	97	120	96	142	94	113
	Mathematics	100	132	96	127	98	103	93	120	92	142	96	113
010061	Watson, Pearl, Elementary School												
	Language Arts	90	60	97	58	85	55	76	75	88	66	81	64
	Mathematics	88	60	97	58	87	55	76	75	85	65	83	63
010063	Western Heights Elementary School												
	Language Arts	94	101	97	68	97	68	96	57	96	56	97	69
	Mathematics	92	101	97	68	97	67	96	57	98	55	94	69

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010065	Westwood Elementary School												
	Language Arts	98	95	96	106	96	85	96	97	97	87	94	82
	Mathematics	98	94	98	105	98	84	96	96	98	87	91	82
010067	Wilson, Ralph F., Elementary School												
	Language Arts	93	75	91	75	91	58	95	75	92	85	90	67
	Mathematics	80	75	81	74	95	57	88	75	93	85	91	65
010068	Gillis Elementary School												
	Language Arts	99	73	97	90	98	104	98	116	98	122	95	100
	Mathematics	99	73	99	90	99	103	97	116	96	121	94	99
District													
	Language Arts	96	2,465	97	2,495	97	2,317	96	2,493	96	2,482	96	2,491
	Mathematics	97	2,452	97	2,487	97	2,305	95	2,487	96	2,473	93	2,482
State													
	Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
	Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002	Barbe Elementary School												
	Language Arts	98	47	91	35	96	53	97	34	89	35	83	40
	Mathematics	98	47	89	35	96	53	97	34	91	35	80	41
010004	Bell City High School												
	Language Arts	100	31	100	36	97	37	98	49	98	47	87	47
	Mathematics	100	31	100	36	97	37	98	48	96	47	94	47
010006	Brentwood Elementary School												
	Language Arts	93	42	100	39	98	40	95	37	94	36	95	42
	Mathematics	86	42	97	39	98	40	100	37	100	36	98	42
010009	Jessie D. Clifton Elementary School												
	Language Arts	98	47	99	69	100	56	92	72	92	85	95	85
	Mathematics	96	47	100	69	98	57	94	72	99	85	94	85
010010	College Oaks Elementary School												
	Language Arts	100	53	100	51	98	63	100	57	98	47	88	49
	Mathematics	100	53	100	51	95	63	95	57	98	47	90	50
010011	Combre, Doretha A., Elementary School												
	Language Arts	89	36	90	29	94	34	95	42	82	28	92	39
	Mathematics	94	36	93	29	100	34	100	42	93	28	92	39
010012	Cooley, T.S., Elementary Magnet School												
	Language Arts	94	51	100	55	100	50	100	54	96	48	100	49
	Mathematics	94	51	100	55	100	50	100	54	96	48	100	49
010013	DeQuincy Elementary School												
	Language Arts	99	99	98	101	98	94	94	118	90	97	89	93
	Mathematics	99	99	99	101	99	94	94	119	93	97	93	94
010016	Dolby Elementary School												
	Language Arts	100	50	100	54	99	72	98	55	98	48	100	49
	Mathematics	100	50	100	54	99	72	100	55	96	47	94	49
010017	Rosa Fondel Elementary												
	Language Arts	100	41	95	37	93	40	96	23	90	31	92	39
	Mathematics	95	41	89	37	98	40	100	23	100	31	95	39
010018	Fairview Elementary School												
	Language Arts	99	67	100	61	97	69	98	55	97	75	97	59
	Mathematics	99	67	95	61	97	69	95	57	96	75	92	59

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010019	Frasch Elementary School												
	Language Arts	99	96	99	78	97	76	98	80	99	70	96	83
	Mathematics	100	91	100	77	99	75	98	80	96	70	93	82
010023	Henning, W.T., Elementary School												
	Language Arts	98	116	100	110	100	96	98	81	99	81	94	62
	Mathematics	97	116	100	110	99	96	94	81	100	81	94	62
010024	Henry Heights Elementary School												
	Language Arts	98	54	99	71	94	65	82	61	94	52	96	55
	Mathematics	93	54	97	71	98	65	81	62	96	52	95	55
010027	Johnson, John J. II, Elementary School												
	Language Arts	100	48	98	58	100	46	100	65	95	56	85	41
	Mathematics	100	48	100	57	100	46	100	65	91	56	85	41
010028	Kaufman, M.J., Elementary School												
	Language Arts	96	55	96	51	100	44	97	39	93	43	95	42
	Mathematics	98	55	94	51	95	44	95	39	93	43	100	42
010029	Kennedy, John F., Elementary School												
	Language Arts	76	38	73	45	97	35	91	45	95	37	94	49
	Mathematics	87	38	80	45	100	36	91	45	97	37	92	48
010030	Key, E.K., Elementary School												
	Language Arts	97	60	97	60	99	73	99	85	98	60	97	66
	Mathematics	100	60	100	60	97	73	98	85	97	60	97	67
010036	Maplewood Middle School												
	Language Arts	99	119	97	150	98	128	94	152	98	139	96	124
	Mathematics	100	119	96	150	98	130	93	152	96	141	93	124
010039	Moss Bluff Elementary School												
	Language Arts	97	140	96	161	99	144	98	166	98	171	98	156
	Mathematics	96	140	98	161	99	144	98	166	99	171	96	156
010042	Nelson, A.A., Elementary School												
	Language Arts	100	70	98	65	100	59	96	79	98	84	96	82
	Mathematics	100	69	100	64	100	58	99	79	100	84	96	82
010043	Oak Park Elementary School												
	Language Arts	94	50	98	54	94	48	91	64	90	31	98	52
	Mathematics	96	50	91	54	94	48	94	64	94	31	87	52

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010045	Perkins, D.S., Elementary School												
	Language Arts	97	31	95	43	100	43	92	36	98	42	98	47
	Mathematics	97	31	98	43	98	43	97	36	98	42	100	47
010046	Prien Lake Elementary School												
	Language Arts	100	100	100	102	100	122	99	109	97	107	97	102
	Mathematics	100	100	100	102	100	121	96	109	99	107	98	102
010050	St. John Elementary School												
	Language Arts	100	76	97	67	98	63	98	82	97	88	97	79
	Mathematics	100	76	100	67	100	63	99	81	91	88	95	79
010051	Starks High School												
	Language Arts	97	38	100	28	100	43	96	27	100	31	100	25
	Mathematics	100	37	100	27	100	43	96	27	100	30	100	25
010053	Vincent Settlement Elementary School												
	Language Arts	~	~	~	~	~	~	100	46	95	55	97	62
	Mathematics	~	~	~	~	~	~	100	46	95	56	97	62
010054	Vincent, Richard W., Elementary School												
	Language Arts	97	66	99	70	100	62	95	80	93	60	94	66
	Mathematics	98	66	100	70	100	62	98	80	98	59	97	66
010055	Vinton Elementary School												
	Language Arts	93	96	93	97	97	79	97	92	98	87	96	84
	Mathematics	95	96	96	97	97	79	96	92	97	87	95	84
010059	Watkins, T.H., Elementary School												
	Language Arts	100	43	100	41	100	48	100	40	100	53	94	47
	Mathematics	100	43	100	41	100	48	100	40	98	53	98	47
010060	Watson, J.I., Middle School												
	Language Arts	93	120	95	109	98	130	96	142	93	114	95	128
	Mathematics	98	120	96	109	94	130	94	141	94	114	95	128
010061	Watson, Pearl, Elementary School												
	Language Arts	86	50	94	62	96	57	83	60	89	57	89	57
	Mathematics	84	50	95	62	95	57	88	60	96	57	89	57
010063	Western Heights Elementary School												
	Language Arts	94	72	94	86	95	87	91	57	99	68	94	50
	Mathematics	97	72	94	86	97	87	95	57	93	68	86	51

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010065	Westwood Elementary School												
	Language Arts	100	85	100	93	95	105	96	119	98	90	93	112
	Mathematics	99	85	97	93	97	104	97	119	98	89	90	112
010067	Wilson, Ralph F., Elementary School												
	Language Arts	90	58	87	55	90	58	90	84	94	54	75	63
	Mathematics	81	58	85	55	95	57	89	83	91	54	95	63
010068	Gillis Elementary School												
	Language Arts	100	110	99	108	99	81	95	101	99	116	97	116
	Mathematics	95	110	96	108	96	81	97	100	95	116	91	116
District													
	Language Arts	97	2,355	97	2,432	98	2,400	94	2,643	95	2,458	94	2,441
	Mathematics	97	2,348	97	2,428	98	2,399	94	2,642	95	2,456	94	2,444
State													
	Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
	Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010001	Arnett, S.P., Middle School												
	Language Arts	98	153	98	179	96	160	95	182	88	190	91	172
	Mathematics	97	153	93	179	93	163	92	182	95	189	91	172
010004	Bell City High School												
	Language Arts	93	30	98	41	98	46	100	48	92	39	91	55
	Mathematics	87	30	83	41	84	45	83	48	82	39	75	55
010015	DeQuincy Middle School												
	Language Arts	91	110	99	81	94	103	84	107	87	90	90	117
	Mathematics	92	110	96	80	80	102	78	107	70	89	81	118
010034	Lewis, W.W., Middle School												
	Language Arts	91	223	94	210	93	254	95	247	95	233	91	261
	Mathematics	93	222	89	209	90	253	94	246	91	233	92	260
010035	LeBlanc Middle School												
	Language Arts	96	137	93	136	97	133	93	149	92	136	92	157
	Mathematics	99	135	93	138	95	134	93	149	92	138	96	156
010036	Maplewood Middle School												
	Language Arts	97	118	96	132	99	123	94	162	98	133	91	154
	Mathematics	97	117	95	131	95	124	94	163	89	133	79	154
010038	Molo, Ray D., Middle Magnet School												
	Language Arts	81	181	89	159	84	164	89	183	71	174	87	208
	Mathematics	58	180	76	159	76	164	59	183	64	174	75	208
010040	Moss Bluff Middle School												
	Language Arts	100	219	96	255	98	253	97	309	96	269	95	280
	Mathematics	97	219	96	255	98	253	93	314	92	267	94	281
010044	Oak Park Middle School												
	Language Arts	95	128	97	134	89	131	91	164	89	184	85	178
	Mathematics	85	128	76	134	73	131	65	164	66	184	73	178
010047	Reynaud Middle School												
	Language Arts	74	151	78	102	81	102	91	114	74	117	78	86
	Mathematics	68	151	75	102	65	102	63	114	56	117	71	85
010051	Starks High School												
	Language Arts	95	41	94	33	100	35	96	26	88	41	100	29
	Mathematics	68	41	91	33	100	36	89	28	80	41	86	29

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010057	Vinton Middle School												
	Language Arts	91	79	96	84	95	78	83	102	85	82	84	95
	Mathematics	83	80	86	85	91	78	77	102	78	82	65	95
010060	Watson, J.I., Middle School												
	Language Arts	90	134	92	150	90	121	89	132	91	151	85	141
	Mathematics	93	134	87	150	67	121	70	132	71	151	70	141
010062	Welsh, S.J., Middle School												
	Language Arts	97	323	98	368	97	377	97	375	95	376	94	367
	Mathematics	97	322	95	368	91	377	93	375	91	376	86	367
010066	White, F.K., Middle School												
	Language Arts	87	362	93	297	94	264	92	259	93	294	93	241
	Mathematics	84	363	87	294	76	261	76	259	75	295	77	238
010072	Calcasieu Career Center												
	Language Arts	~	~	~	~	~	~	~	~	77	22	77	26
	Mathematics	~	~	~	~	~	~	~	~	60	20	48	25
District													
	Language Arts	92	2,389	94	2,361	94	2,344	93	2,559	90	2,531	90	2,567
	Mathematics	88	2,385	89	2,358	86	2,344	83	2,566	81	2,528	82	2,562
State													
	Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
	Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010003	Barbe, Alfred M., High School												
	Language Arts	98	386	95	347	97	377	97	404	97	426	98	372
	Mathematics	92	386	88	344	88	382	86	402	89	427	90	372
	Written Composition	97	381	99	338	99	379	99	401	98	416	100	370
	Science	91	302	97	366	94	304	92	349	92	356	94	392
	Social Studies	99	303	98	367	98	303	97	353	97	362	98	394
010004	Bell City High School												
	Language Arts	100	36	90	42	91	43	90	39	91	43	95	55
	Mathematics	89	35	74	42	95	43	79	38	83	41	80	55
	Written Composition	100	35	90	42	95	43	92	37	100	42	98	55
	Science	95	21	90	31	87	38	82	39	89	38	79	42
	Social Studies	95	21	81	31	89	37	95	38	82	38	86	42
010014	DeQuincy High School												
	Language Arts	91	98	93	84	93	86	84	96	91	70	89	81
	Mathematics	80	95	73	84	83	87	75	95	88	69	81	80
	Written Composition	93	96	94	84	95	85	97	94	96	70	98	81
	Science	98	81	95	83	88	77	87	86	76	84	89	71
	Social Studies	94	81	93	83	92	75	92	85	90	82	85	71
010025	Houston, Sam, High School												
	Language Arts	98	214	96	214	98	243	96	225	93	255	98	245
	Mathematics	94	213	89	216	95	241	94	223	91	255	89	247
	Written Composition	99	213	99	211	100	232	99	221	99	256	99	239
	Science	92	190	94	215	98	200	89	227	89	212	92	245
	Social Studies	96	189	95	214	96	200	94	228	94	213	93	245
010026	Iowa High School												
	Language Arts	99	83	94	106	93	107	88	124	88	130	86	120
	Mathematics	95	83	83	103	81	106	74	124	88	130	84	120
	Written Composition	98	81	98	108	100	101	98	121	99	127	98	119
	Science	95	91	100	80	91	98	97	103	94	111	95	121
	Social Studies	91	90	96	80	93	98	96	102	92	110	92	119

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010031	Lake Charles/Boston High School												
	Language Arts	84	128	82	118	84	140	64	145	62	95	88	89
	Mathematics	77	127	72	118	71	141	57	146	45	96	70	90
	Written Composition	84	129	83	113	87	140	87	142	92	92	97	87
	Science	92	118	95	115	86	105	69	115	64	125	79	86
	Social Studies	95	118	96	115	97	104	96	114	83	123	91	86
010033	LaGrange High School												
	Language Arts	90	236	92	242	88	259	84	268	83	248	89	271
	Mathematics	73	236	79	243	79	257	72	263	67	243	71	268
	Written Composition	94	234	95	238	97	251	96	257	94	235	97	259
	Science	91	232	91	196	90	205	85	232	83	246	79	211
	Social Studies	94	233	91	197	92	200	84	230	86	245	81	207
010051	Starks High School												
	Language Arts	100	22	86	22	100	28	100	19	96	24	100	33
	Mathematics	82	22	68	22	85	26	70	20	75	24	76	33
	Written Composition	100	22	95	22	100	27	100	20	96	23	100	31
	Science	93	27	91	23	78	18	87	23	82	22	86	22
	Social Studies	96	27	100	23	100	17	100	23	91	22	85	20
010052	Sulphur High School												
	Language Arts	96	444	96	426	96	389	92	445	90	415	94	436
	Mathematics	90	440	87	419	88	390	85	447	87	419	87	440
	Written Composition	97	438	96	420	99	379	98	441	97	417	99	435
	Science	95	302	93	389	93	372	88	385	88	382	92	374
	Social Studies	93	306	91	390	93	368	96	386	92	383	94	371
010056	Vinton High School												
	Language Arts	98	61	95	82	88	57	95	81	83	80	91	75
	Mathematics	92	60	77	82	70	57	59	81	76	80	68	75
	Written Composition	97	60	90	81	94	54	98	80	94	80	99	76
	Science	85	54	89	57	96	72	71	55	81	69	88	72
	Social Studies	92	53	96	57	96	72	80	56	93	70	97	72

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010058	Washington/Marion Magnet High School												
	Language Arts	86	149	81	171	82	168	83	155	69	171	84	189
	Mathematics	68	150	60	171	63	164	66	153	55	168	60	187
	Written Composition	91	151	81	167	93	167	92	153	94	165	95	186
	Science	71	141	83	145	70	136	69	137	72	154	83	129
	Social Studies	91	140	95	148	95	138	96	136	90	154	92	128
010064	Westlake High School												
	Language Arts	93	146	94	137	91	170	89	140	93	164	93	161
	Mathematics	82	146	79	137	80	168	78	140	89	161	89	163
	Written Composition	91	140	88	133	98	166	96	141	97	159	98	160
	Science	90	124	91	120	87	122	81	148	85	126	92	146
	Social Studies	92	123	91	120	86	122	88	144	94	126	91	147
010070	Calcasieu P.M. High School												
	Language Arts	~	~	33	3	50	2	100	5	0	1	~	~
	Mathematics	~	~	0	3	100	2	60	5	0	1	~	~
	Written Composition	~	~	0	1	100	2	100	7	0	1	~	~
	Science	33	3	67	3	50	6	100	1	100	2	~	~
	Social Studies	67	3	25	4	40	5	~	~	100	1	~	~
010072	Calcasieu Career Center												
	Language Arts	~	~	~	~	~	~	~	~	63	8	81	26
	Mathematics	~	~	~	~	~	~	~	~	63	8	56	25
	Written Composition	~	~	~	~	~	~	~	~	100	7	100	24
	Science	~	~	~	~	~	~	~	~	40	10	67	15
	Social Studies	~	~	~	~	~	~	~	~	67	9	81	16

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

	1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	94	2,003	93	1,994	92	2,069	89	2,146	88	2,130	92	2,153
Mathematics	85	1,993	81	1,984	83	2,064	79	2,137	81	2,122	81	2,155
Written Composition	95	1,980	94	1,958	97	2,026	97	2,115	97	2,090	98	2,122
Science	90	1,686	93	1,823	90	1,753	85	1,900	85	1,937	89	1,926
Social Studies	94	1,687	94	1,829	94	1,739	93	1,895	91	1,938	92	1,918
State												
Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

Data Presentation: *School Report Card*

The 1997-98 *School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

Definition

Norm-referenced tests (NRTs)-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010002	Barbe Elementary School						
	Fourth Quartile	~	~	~	~	~	10.0
	Third Quartile	~	~	~	~	~	10.0
	Second Quartile	~	~	~	~	~	65.0
	First Quartile	~	~	~	~	~	15.0
	Percentile Rank	~	~	~	~	~	43.0
010004	Bell City High School						
	Fourth Quartile	~	~	~	~	~	19.2
	Third Quartile	~	~	~	~	~	38.5
	Second Quartile	~	~	~	~	~	23.1
	First Quartile	~	~	~	~	~	19.2
	Percentile Rank	~	~	~	~	~	47.0
010006	Brentwood Elementary School						
	Fourth Quartile	~	~	~	~	~	11.9
	Third Quartile	~	~	~	~	~	19.0
	Second Quartile	~	~	~	~	~	42.9
	First Quartile	~	~	~	~	~	26.2
	Percentile Rank	~	~	~	~	~	41.0
010009	Jessie D. Clifton Elementary School						
	Fourth Quartile	~	~	~	~	~	8.2
	Third Quartile	~	~	~	~	~	26.5
	Second Quartile	~	~	~	~	~	32.7
	First Quartile	~	~	~	~	~	32.7
	Percentile Rank	~	~	~	~	~	41.0
010010	College Oaks Elementary School						
	Fourth Quartile	~	~	~	~	~	15.6
	Third Quartile	~	~	~	~	~	35.6
	Second Quartile	~	~	~	~	~	42.2
	First Quartile	~	~	~	~	~	6.7
	Percentile Rank	~	~	~	~	~	54.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010011	Combrey, Doretha A., Elementary School						
	Fourth Quartile	~	~	~	~	~	3.3
	Third Quartile	~	~	~	~	~	23.3
	Second Quartile	~	~	~	~	~	50.0
	First Quartile	~	~	~	~	~	23.3
	Percentile Rank	~	~	~	~	~	40.0
010012	Cooley, T.S., Elementary Magnet School						
	Fourth Quartile	~	~	~	~	~	44.0
	Third Quartile	~	~	~	~	~	36.0
	Second Quartile	~	~	~	~	~	20.0
	First Quartile	~	~	~	~	~	0.0
	Percentile Rank	~	~	~	~	~	72.0
010013	DeQuincy Elementary School						
	Fourth Quartile	~	~	~	~	~	6.9
	Third Quartile	~	~	~	~	~	35.6
	Second Quartile	~	~	~	~	~	26.4
	First Quartile	~	~	~	~	~	31.0
	Percentile Rank	~	~	~	~	~	41.0
010016	Dolby Elementary School						
	Fourth Quartile	~	~	~	~	~	27.5
	Third Quartile	~	~	~	~	~	32.5
	Second Quartile	~	~	~	~	~	40.0
	First Quartile	~	~	~	~	~	0.0
	Percentile Rank	~	~	~	~	~	62.0
010017	Rosa Fondel Elementary						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	11.1
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	55.6
	Percentile Rank	~	~	~	~	~	23.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010018	Fairview Elementary School						
	Fourth Quartile	~	~	~	~	~	2.0
	Third Quartile	~	~	~	~	~	37.3
	Second Quartile	~	~	~	~	~	56.9
	First Quartile	~	~	~	~	~	3.9
	Percentile Rank	~	~	~	~	~	46.0
010019	Frasch Elementary School						
	Fourth Quartile	~	~	~	~	~	24.1
	Third Quartile	~	~	~	~	~	53.4
	Second Quartile	~	~	~	~	~	22.4
	First Quartile	~	~	~	~	~	0.0
	Percentile Rank	~	~	~	~	~	63.0
010023	Henning, W.T., Elementary School						
	Fourth Quartile	~	~	~	~	~	30.8
	Third Quartile	~	~	~	~	~	32.7
	Second Quartile	~	~	~	~	~	21.2
	First Quartile	~	~	~	~	~	15.4
	Percentile Rank	~	~	~	~	~	61.0
010024	Henry Heights Elementary School						
	Fourth Quartile	~	~	~	~	~	23.1
	Third Quartile	~	~	~	~	~	46.2
	Second Quartile	~	~	~	~	~	25.6
	First Quartile	~	~	~	~	~	5.1
	Percentile Rank	~	~	~	~	~	60.0
010027	Johnson, John J. II, Elementary School						
	Fourth Quartile	~	~	~	~	~	2.9
	Third Quartile	~	~	~	~	~	2.9
	Second Quartile	~	~	~	~	~	52.9
	First Quartile	~	~	~	~	~	41.2
	Percentile Rank	~	~	~	~	~	28.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010028	Kaufman, M.J., Elementary School						
	Fourth Quartile	~	~	~	~	~	13.2
	Third Quartile	~	~	~	~	~	39.5
	Second Quartile	~	~	~	~	~	39.5
	First Quartile	~	~	~	~	~	7.9
	Percentile Rank	~	~	~	~	~	52.0
010029	Kennedy, John F., Elementary School						
	Fourth Quartile	~	~	~	~	~	5.9
	Third Quartile	~	~	~	~	~	11.8
	Second Quartile	~	~	~	~	~	52.9
	First Quartile	~	~	~	~	~	29.4
	Percentile Rank	~	~	~	~	~	33.0
010030	Key, E.K., Elementary School						
	Fourth Quartile	~	~	~	~	~	21.7
	Third Quartile	~	~	~	~	~	30.4
	Second Quartile	~	~	~	~	~	34.8
	First Quartile	~	~	~	~	~	13.0
	Percentile Rank	~	~	~	~	~	54.0
010036	Maplewood Middle School						
	Fourth Quartile	~	~	~	~	~	26.5
	Third Quartile	~	~	~	~	~	30.8
	Second Quartile	~	~	~	~	~	35.0
	First Quartile	~	~	~	~	~	7.7
	Percentile Rank	~	~	~	~	~	60.0
010039	Moss Bluff Elementary School						
	Fourth Quartile	~	~	~	~	~	28.9
	Third Quartile	~	~	~	~	~	29.8
	Second Quartile	~	~	~	~	~	32.2
	First Quartile	~	~	~	~	~	9.1
	Percentile Rank	~	~	~	~	~	60.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010042	Nelson, A.A., Elementary School						
	Fourth Quartile	~	~	~	~	~	30.0
	Third Quartile	~	~	~	~	~	38.8
	Second Quartile	~	~	~	~	~	22.5
	First Quartile	~	~	~	~	~	8.8
	Percentile Rank	~	~	~	~	~	61.0
010043	Oak Park Elementary School						
	Fourth Quartile	~	~	~	~	~	8.9
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	40.0
	First Quartile	~	~	~	~	~	17.8
	Percentile Rank	~	~	~	~	~	45.0
010045	Perkins, D.S., Elementary School						
	Fourth Quartile	~	~	~	~	~	11.8
	Third Quartile	~	~	~	~	~	32.4
	Second Quartile	~	~	~	~	~	41.2
	First Quartile	~	~	~	~	~	14.7
	Percentile Rank	~	~	~	~	~	47.0
010046	Prien Lake Elementary School						
	Fourth Quartile	~	~	~	~	~	42.2
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	22.2
	First Quartile	~	~	~	~	~	2.2
	Percentile Rank	~	~	~	~	~	70.0
010050	St. John Elementary School						
	Fourth Quartile	~	~	~	~	~	21.5
	Third Quartile	~	~	~	~	~	31.6
	Second Quartile	~	~	~	~	~	26.6
	First Quartile	~	~	~	~	~	20.3
	Percentile Rank	~	~	~	~	~	53.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010051	Starks High School						
	Fourth Quartile	~	~	~	~	~	36.4
	Third Quartile	~	~	~	~	~	22.7
	Second Quartile	~	~	~	~	~	40.9
	First Quartile	~	~	~	~	~	0.0
	Percentile Rank	~	~	~	~	~	63.0
010053	Vincent Settlement Elementary School						
	Fourth Quartile	~	~	~	~	~	19.5
	Third Quartile	~	~	~	~	~	34.1
	Second Quartile	~	~	~	~	~	36.6
	First Quartile	~	~	~	~	~	9.8
	Percentile Rank	~	~	~	~	~	55.0
010054	Vincent, Richard W., Elementary School						
	Fourth Quartile	~	~	~	~	~	17.9
	Third Quartile	~	~	~	~	~	32.1
	Second Quartile	~	~	~	~	~	42.9
	First Quartile	~	~	~	~	~	7.1
	Percentile Rank	~	~	~	~	~	54.0
010055	Vinton Elementary School						
	Fourth Quartile	~	~	~	~	~	6.8
	Third Quartile	~	~	~	~	~	33.8
	Second Quartile	~	~	~	~	~	29.7
	First Quartile	~	~	~	~	~	29.7
	Percentile Rank	~	~	~	~	~	41.0
010059	Watkins, T.H., Elementary School						
	Fourth Quartile	~	~	~	~	~	12.8
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	20.5
	Percentile Rank	~	~	~	~	~	48.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010060	Watson, J.I., Middle School						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	26.5
	Second Quartile	~	~	~	~	~	39.3
	First Quartile	~	~	~	~	~	12.0
	Percentile Rank	~	~	~	~	~	52.0
010061	Watson, Pearl, Elementary School						
	Fourth Quartile	~	~	~	~	~	9.5
	Third Quartile	~	~	~	~	~	19.0
	Second Quartile	~	~	~	~	~	26.2
	First Quartile	~	~	~	~	~	45.2
	Percentile Rank	~	~	~	~	~	34.0
010063	Western Heights Elementary School						
	Fourth Quartile	~	~	~	~	~	17.5
	Third Quartile	~	~	~	~	~	32.5
	Second Quartile	~	~	~	~	~	42.5
	First Quartile	~	~	~	~	~	7.5
	Percentile Rank	~	~	~	~	~	52.0
010065	Westwood Elementary School						
	Fourth Quartile	~	~	~	~	~	30.7
	Third Quartile	~	~	~	~	~	25.3
	Second Quartile	~	~	~	~	~	38.7
	First Quartile	~	~	~	~	~	5.3
	Percentile Rank	~	~	~	~	~	59.0
010067	Wilson, Ralph F., Elementary School						
	Fourth Quartile	~	~	~	~	~	7.4
	Third Quartile	~	~	~	~	~	20.4
	Second Quartile	~	~	~	~	~	38.9
	First Quartile	~	~	~	~	~	33.3
	Percentile Rank	~	~	~	~	~	37.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010068	Gillis Elementary School						
	Fourth Quartile	~	~	~	~	~	21.7
	Third Quartile	~	~	~	~	~	45.7
	Second Quartile	~	~	~	~	~	27.2
	First Quartile	~	~	~	~	~	5.4
	Percentile Rank	~	~	~	~	~	58.0
District							
	Fourth Quartile	~	~	~	~	~	20.0
	Third Quartile	~	~	~	~	~	31.5
	Second Quartile	~	~	~	~	~	34.2
	First Quartile	~	~	~	~	~	14.5
	Percentile Rank	~	~	~	~	~	53.0
State							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	Percentile Rank	~	~	~	~	~	42.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010001	Arnett, S.P., Middle School						
	Fourth Quartile	~	~	~	~	~	13.4
	Third Quartile	~	~	~	~	~	35.2
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	22.5
	Percentile Rank	~	~	~	~	~	47.0
010004	Bell City High School						
	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	23.4
	Second Quartile	~	~	~	~	~	42.6
	First Quartile	~	~	~	~	~	17.0
	Percentile Rank	~	~	~	~	~	46.0
010015	DeQuincy Middle School						
	Fourth Quartile	~	~	~	~	~	25.6
	Third Quartile	~	~	~	~	~	30.8
	Second Quartile	~	~	~	~	~	23.1
	First Quartile	~	~	~	~	~	20.5
	Percentile Rank	~	~	~	~	~	52.0
010034	Lewis, W.W., Middle School						
	Fourth Quartile	~	~	~	~	~	28.1
	Third Quartile	~	~	~	~	~	36.5
	Second Quartile	~	~	~	~	~	29.2
	First Quartile	~	~	~	~	~	6.3
	Percentile Rank	~	~	~	~	~	61.0
010035	LeBlanc Middle School						
	Fourth Quartile	~	~	~	~	~	20.9
	Third Quartile	~	~	~	~	~	27.3
	Second Quartile	~	~	~	~	~	38.2
	First Quartile	~	~	~	~	~	13.6
	Percentile Rank	~	~	~	~	~	54.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010036	Maplewood Middle School						
	Fourth Quartile	~	~	~	~	~	25.4
	Third Quartile	~	~	~	~	~	41.8
	Second Quartile	~	~	~	~	~	24.6
	First Quartile	~	~	~	~	~	8.2
	Percentile Rank	~	~	~	~	~	60.0
010038	Molo, Ray D., Middle Magnet School						
	Fourth Quartile	~	~	~	~	~	3.0
	Third Quartile	~	~	~	~	~	26.7
	Second Quartile	~	~	~	~	~	36.3
	First Quartile	~	~	~	~	~	34.1
	Percentile Rank	~	~	~	~	~	35.0
010040	Moss Bluff Middle School						
	Fourth Quartile	~	~	~	~	~	30.3
	Third Quartile	~	~	~	~	~	33.2
	Second Quartile	~	~	~	~	~	27.3
	First Quartile	~	~	~	~	~	9.2
	Percentile Rank	~	~	~	~	~	60.0
010044	Oak Park Middle School						
	Fourth Quartile	~	~	~	~	~	5.3
	Third Quartile	~	~	~	~	~	21.4
	Second Quartile	~	~	~	~	~	36.6
	First Quartile	~	~	~	~	~	36.6
	Percentile Rank	~	~	~	~	~	35.0
010047	Reynaud Middle School						
	Fourth Quartile	~	~	~	~	~	3.2
	Third Quartile	~	~	~	~	~	10.5
	Second Quartile	~	~	~	~	~	28.4
	First Quartile	~	~	~	~	~	57.9
	Percentile Rank	~	~	~	~	~	26.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010051	Starks High School						
	Fourth Quartile	~	~	~	~	~	7.4
	Third Quartile	~	~	~	~	~	40.7
	Second Quartile	~	~	~	~	~	37.0
	First Quartile	~	~	~	~	~	14.8
	Percentile Rank	~	~	~	~	~	49.0
010057	Vinton Middle School						
	Fourth Quartile	~	~	~	~	~	16.7
	Third Quartile	~	~	~	~	~	37.9
	Second Quartile	~	~	~	~	~	27.3
	First Quartile	~	~	~	~	~	18.2
	Percentile Rank	~	~	~	~	~	51.0
010060	Watson, J.I., Middle School						
	Fourth Quartile	~	~	~	~	~	14.0
	Third Quartile	~	~	~	~	~	30.1
	Second Quartile	~	~	~	~	~	37.6
	First Quartile	~	~	~	~	~	18.3
	Percentile Rank	~	~	~	~	~	48.0
010062	Welsh, S.J., Middle School						
	Fourth Quartile	~	~	~	~	~	33.3
	Third Quartile	~	~	~	~	~	25.9
	Second Quartile	~	~	~	~	~	27.8
	First Quartile	~	~	~	~	~	13.0
	Percentile Rank	~	~	~	~	~	60.0
010066	White, F.K., Middle School						
	Fourth Quartile	~	~	~	~	~	15.5
	Third Quartile	~	~	~	~	~	34.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	20.3
	Percentile Rank	~	~	~	~	~	49.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	20.2
	Third Quartile	~	~	~	~	~	30.2
	Second Quartile	~	~	~	~	~	30.4
	First Quartile	~	~	~	~	~	19.2
	Percentile Rank	~	~	~	~	~	51.0
State							
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010001	Arnett, S.P., Middle School						
	Fourth Quartile	~	~	~	~	~	17.4
	Third Quartile	~	~	~	~	~	29.3
	Second Quartile	~	~	~	~	~	34.1
	First Quartile	~	~	~	~	~	19.2
	Percentile Rank	~	~	~	~	~	49.0
010004	Bell City High School						
	Fourth Quartile	~	~	~	~	~	12.1
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	36.4
	First Quartile	~	~	~	~	~	27.3
	Percentile Rank	~	~	~	~	~	43.0
010015	DeQuincy Middle School						
	Fourth Quartile	~	~	~	~	~	15.9
	Third Quartile	~	~	~	~	~	26.1
	Second Quartile	~	~	~	~	~	37.7
	First Quartile	~	~	~	~	~	20.3
	Percentile Rank	~	~	~	~	~	48.0
010034	Lewis, W.W., Middle School						
	Fourth Quartile	~	~	~	~	~	26.5
	Third Quartile	~	~	~	~	~	34.8
	Second Quartile	~	~	~	~	~	29.3
	First Quartile	~	~	~	~	~	9.4
	Percentile Rank	~	~	~	~	~	59.0
010035	LeBlanc Middle School						
	Fourth Quartile	~	~	~	~	~	10.8
	Third Quartile	~	~	~	~	~	29.7
	Second Quartile	~	~	~	~	~	44.1
	First Quartile	~	~	~	~	~	15.3
	Percentile Rank	~	~	~	~	~	47.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010036	Maplewood Middle School						
	Fourth Quartile	~	~	~	~	~	29.5
	Third Quartile	~	~	~	~	~	40.0
	Second Quartile	~	~	~	~	~	24.8
	First Quartile	~	~	~	~	~	5.7
	Percentile Rank	~	~	~	~	~	63.0
010038	Molo, Ray D., Middle Magnet School						
	Fourth Quartile	~	~	~	~	~	9.3
	Third Quartile	~	~	~	~	~	11.4
	Second Quartile	~	~	~	~	~	36.4
	First Quartile	~	~	~	~	~	42.9
	Percentile Rank	~	~	~	~	~	32.0
010040	Moss Bluff Middle School						
	Fourth Quartile	~	~	~	~	~	22.1
	Third Quartile	~	~	~	~	~	42.3
	Second Quartile	~	~	~	~	~	24.4
	First Quartile	~	~	~	~	~	11.3
	Percentile Rank	~	~	~	~	~	58.0
010044	Oak Park Middle School						
	Fourth Quartile	~	~	~	~	~	5.8
	Third Quartile	~	~	~	~	~	18.7
	Second Quartile	~	~	~	~	~	38.0
	First Quartile	~	~	~	~	~	37.4
	Percentile Rank	~	~	~	~	~	34.0
010047	Reynaud Middle School						
	Fourth Quartile	~	~	~	~	~	1.5
	Third Quartile	~	~	~	~	~	8.8
	Second Quartile	~	~	~	~	~	32.4
	First Quartile	~	~	~	~	~	57.4
	Percentile Rank	~	~	~	~	~	24.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010051	Starks High School						
	Fourth Quartile	~	~	~	~	~	7.4
	Third Quartile	~	~	~	~	~	25.9
	Second Quartile	~	~	~	~	~	44.4
	First Quartile	~	~	~	~	~	22.2
	Percentile Rank	~	~	~	~	~	43.0
010057	Vinton Middle School						
	Fourth Quartile	~	~	~	~	~	6.9
	Third Quartile	~	~	~	~	~	18.1
	Second Quartile	~	~	~	~	~	45.8
	First Quartile	~	~	~	~	~	29.2
	Percentile Rank	~	~	~	~	~	37.0
010060	Watson, J.I., Middle School						
	Fourth Quartile	~	~	~	~	~	15.7
	Third Quartile	~	~	~	~	~	29.8
	Second Quartile	~	~	~	~	~	33.9
	First Quartile	~	~	~	~	~	20.7
	Percentile Rank	~	~	~	~	~	47.0
010062	Welsh, S.J., Middle School						
	Fourth Quartile	~	~	~	~	~	31.3
	Third Quartile	~	~	~	~	~	31.6
	Second Quartile	~	~	~	~	~	27.2
	First Quartile	~	~	~	~	~	9.9
	Percentile Rank	~	~	~	~	~	60.0
010066	White, F.K., Middle School						
	Fourth Quartile	~	~	~	~	~	14.4
	Third Quartile	~	~	~	~	~	33.2
	Second Quartile	~	~	~	~	~	34.5
	First Quartile	~	~	~	~	~	17.9
	Percentile Rank	~	~	~	~	~	49.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010072	Calcasieu Career Center						
	Fourth Quartile	~	~	~	~	~	5.0
	Third Quartile	~	~	~	~	~	10.0
	Second Quartile	~	~	~	~	~	30.0
	First Quartile	~	~	~	~	~	55.0
	Percentile Rank	~	~	~	~	~	28.0
District							
	Fourth Quartile	~	~	~	~	~	17.9
	Third Quartile	~	~	~	~	~	28.9
	Second Quartile	~	~	~	~	~	32.7
	First Quartile	~	~	~	~	~	20.5
	Percentile Rank	~	~	~	~	~	49.0
State							
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010003	Barbe, Alfred M., High School						
	Fourth Quartile	~	~	~	~	~	34.2
	Third Quartile	~	~	~	~	~	31.0
	Second Quartile	~	~	~	~	~	17.2
	First Quartile	~	~	~	~	~	17.5
	Percentile Rank	~	~	~	~	~	59.0
010004	Bell City High School						
	Fourth Quartile	~	~	~	~	~	23.9
	Third Quartile	~	~	~	~	~	28.3
	Second Quartile	~	~	~	~	~	30.4
	First Quartile	~	~	~	~	~	17.4
	Percentile Rank	~	~	~	~	~	51.0
010014	DeQuincy High School						
	Fourth Quartile	~	~	~	~	~	24.1
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	23.0
	First Quartile	~	~	~	~	~	19.5
	Percentile Rank	~	~	~	~	~	54.0
010025	Houston, Sam, High School						
	Fourth Quartile	~	~	~	~	~	33.7
	Third Quartile	~	~	~	~	~	33.7
	Second Quartile	~	~	~	~	~	26.1
	First Quartile	~	~	~	~	~	6.5
	Percentile Rank	~	~	~	~	~	62.0
010026	Iowa High School						
	Fourth Quartile	~	~	~	~	~	14.0
	Third Quartile	~	~	~	~	~	24.0
	Second Quartile	~	~	~	~	~	35.7
	First Quartile	~	~	~	~	~	26.4
	Percentile Rank	~	~	~	~	~	42.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010031	Lake Charles/Boston High School						
	Fourth Quartile	~	~	~	~	~	2.4
	Third Quartile	~	~	~	~	~	8.7
	Second Quartile	~	~	~	~	~	31.5
	First Quartile	~	~	~	~	~	57.5
	Percentile Rank	~	~	~	~	~	25.0
010033	LaGrange High School						
	Fourth Quartile	~	~	~	~	~	13.4
	Third Quartile	~	~	~	~	~	21.5
	Second Quartile	~	~	~	~	~	37.8
	First Quartile	~	~	~	~	~	27.2
	Percentile Rank	~	~	~	~	~	42.0
010051	Starks High School						
	Fourth Quartile	~	~	~	~	~	15.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	45.0
	First Quartile	~	~	~	~	~	15.0
	Percentile Rank	~	~	~	~	~	48.0
010052	Sulphur High School						
	Fourth Quartile	~	~	~	~	~	20.5
	Third Quartile	~	~	~	~	~	36.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	13.2
	Percentile Rank	~	~	~	~	~	54.0
010056	Vinton High School						
	Fourth Quartile	~	~	~	~	~	11.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	29.1
	First Quartile	~	~	~	~	~	35.4
	Percentile Rank	~	~	~	~	~	39.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010058	Washington/Marion Magnet High School						
	Fourth Quartile	~	~	~	~	~	8.1
	Third Quartile	~	~	~	~	~	17.3
	Second Quartile	~	~	~	~	~	37.0
	First Quartile	~	~	~	~	~	37.6
	Percentile Rank	~	~	~	~	~	35.0
010064	Westlake High School						
	Fourth Quartile	~	~	~	~	~	12.7
	Third Quartile	~	~	~	~	~	22.0
	Second Quartile	~	~	~	~	~	34.0
	First Quartile	~	~	~	~	~	31.3
	Percentile Rank	~	~	~	~	~	41.0
010070	Calcasieu P.M. High School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	0.0
	First Quartile	~	~	~	~	~	100.0
	Percentile Rank	~	~	~	~	~	5.0
010072	Calcasieu Career Center						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	21.7
	Second Quartile	~	~	~	~	~	34.8
	First Quartile	~	~	~	~	~	43.5
	Percentile Rank	~	~	~	~	~	30.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	20.2
	Third Quartile	~	~	~	~	~	27.6
	Second Quartile	~	~	~	~	~	29.4
	First Quartile	~	~	~	~	~	22.9
	Percentile Rank	~	~	~	~	~	49.0
State							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	Percentile Rank	~	~	~	~	~	43.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010003	Barbe, Alfred M., High School						
	Fourth Quartile	~	~	~	~	~	36.0
	Third Quartile	~	~	~	~	~	28.4
	Second Quartile	~	~	~	~	~	19.4
	First Quartile	~	~	~	~	~	16.2
	Percentile Rank	~	~	~	~	~	60.0
010004	Bell City High School						
	Fourth Quartile	~	~	~	~	~	10.5
	Third Quartile	~	~	~	~	~	18.4
	Second Quartile	~	~	~	~	~	44.7
	First Quartile	~	~	~	~	~	26.3
	Percentile Rank	~	~	~	~	~	40.0
010014	DeQuincy High School						
	Fourth Quartile	~	~	~	~	~	14.9
	Third Quartile	~	~	~	~	~	36.5
	Second Quartile	~	~	~	~	~	28.4
	First Quartile	~	~	~	~	~	20.3
	Percentile Rank	~	~	~	~	~	49.0
010025	Houston, Sam, High School						
	Fourth Quartile	~	~	~	~	~	22.4
	Third Quartile	~	~	~	~	~	33.2
	Second Quartile	~	~	~	~	~	30.9
	First Quartile	~	~	~	~	~	13.5
	Percentile Rank	~	~	~	~	~	54.0
010026	Iowa High School						
	Fourth Quartile	~	~	~	~	~	14.3
	Third Quartile	~	~	~	~	~	28.6
	Second Quartile	~	~	~	~	~	16.3
	First Quartile	~	~	~	~	~	40.8
	Percentile Rank	~	~	~	~	~	39.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010031	Lake Charles/Boston High School						
	Fourth Quartile	~	~	~	~	~	2.9
	Third Quartile	~	~	~	~	~	20.0
	Second Quartile	~	~	~	~	~	27.1
	First Quartile	~	~	~	~	~	50.0
	Percentile Rank	~	~	~	~	~	30.0
010033	LaGrange High School						
	Fourth Quartile	~	~	~	~	~	10.0
	Third Quartile	~	~	~	~	~	25.5
	Second Quartile	~	~	~	~	~	32.3
	First Quartile	~	~	~	~	~	32.3
	Percentile Rank	~	~	~	~	~	39.0
010051	Starks High School						
	Fourth Quartile	~	~	~	~	~	13.3
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	36.7
	First Quartile	~	~	~	~	~	16.7
	Percentile Rank	~	~	~	~	~	49.0
010052	Sulphur High School						
	Fourth Quartile	~	~	~	~	~	17.2
	Third Quartile	~	~	~	~	~	31.4
	Second Quartile	~	~	~	~	~	24.0
	First Quartile	~	~	~	~	~	27.5
	Percentile Rank	~	~	~	~	~	46.0
010056	Vinton High School						
	Fourth Quartile	~	~	~	~	~	16.9
	Third Quartile	~	~	~	~	~	20.0
	Second Quartile	~	~	~	~	~	29.2
	First Quartile	~	~	~	~	~	33.8
	Percentile Rank	~	~	~	~	~	41.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010058	Washington/Marion Magnet High School						
	Fourth Quartile	~	~	~	~	~	3.6
	Third Quartile	~	~	~	~	~	19.8
	Second Quartile	~	~	~	~	~	44.9
	First Quartile	~	~	~	~	~	31.7
	Percentile Rank	~	~	~	~	~	34.0
010064	Westlake High School						
	Fourth Quartile	~	~	~	~	~	16.2
	Third Quartile	~	~	~	~	~	29.4
	Second Quartile	~	~	~	~	~	23.5
	First Quartile	~	~	~	~	~	30.9
	Percentile Rank	~	~	~	~	~	44.0
010072	Calcasieu Career Center						
	Fourth Quartile	~	~	~	~	~	5.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	15.0
	First Quartile	~	~	~	~	~	55.0
	Percentile Rank	~	~	~	~	~	30.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	17.3
	Third Quartile	~	~	~	~	~	28.0
	Second Quartile	~	~	~	~	~	27.9
	First Quartile	~	~	~	~	~	26.8
	Percentile Rank	~	~	~	~	~	46.0
State							
	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010003	Barbe, Alfred M., High School						
	Fourth Quartile	~	~	~	~	~	42.2
	Third Quartile	~	~	~	~	~	23.7
	Second Quartile	~	~	~	~	~	21.6
	First Quartile	~	~	~	~	~	12.5
	Percentile Rank	~	~	~	~	~	63.0
010004	Bell City High School						
	Fourth Quartile	~	~	~	~	~	21.1
	Third Quartile	~	~	~	~	~	21.1
	Second Quartile	~	~	~	~	~	23.7
	First Quartile	~	~	~	~	~	34.2
	Percentile Rank	~	~	~	~	~	41.0
010014	DeQuincy High School						
	Fourth Quartile	~	~	~	~	~	16.9
	Third Quartile	~	~	~	~	~	29.2
	Second Quartile	~	~	~	~	~	32.3
	First Quartile	~	~	~	~	~	21.5
	Percentile Rank	~	~	~	~	~	47.0
010025	Houston, Sam, High School						
	Fourth Quartile	~	~	~	~	~	36.9
	Third Quartile	~	~	~	~	~	28.1
	Second Quartile	~	~	~	~	~	24.0
	First Quartile	~	~	~	~	~	11.1
	Percentile Rank	~	~	~	~	~	62.0
010026	Iowa High School						
	Fourth Quartile	~	~	~	~	~	21.7
	Third Quartile	~	~	~	~	~	16.3
	Second Quartile	~	~	~	~	~	26.1
	First Quartile	~	~	~	~	~	35.9
	Percentile Rank	~	~	~	~	~	40.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010031	Lake Charles/Boston High School						
	Fourth Quartile	~	~	~	~	~	2.6
	Third Quartile	~	~	~	~	~	9.0
	Second Quartile	~	~	~	~	~	32.1
	First Quartile	~	~	~	~	~	56.4
	Percentile Rank	~	~	~	~	~	24.0
010033	LaGrange High School						
	Fourth Quartile	~	~	~	~	~	12.7
	Third Quartile	~	~	~	~	~	19.0
	Second Quartile	~	~	~	~	~	33.5
	First Quartile	~	~	~	~	~	34.8
	Percentile Rank	~	~	~	~	~	39.0
010051	Starks High School						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	22.2
	Percentile Rank	~	~	~	~	~	46.0
010052	Sulphur High School						
	Fourth Quartile	~	~	~	~	~	25.4
	Third Quartile	~	~	~	~	~	33.8
	Second Quartile	~	~	~	~	~	26.5
	First Quartile	~	~	~	~	~	14.3
	Percentile Rank	~	~	~	~	~	56.0
010056	Vinton High School						
	Fourth Quartile	~	~	~	~	~	12.3
	Third Quartile	~	~	~	~	~	15.4
	Second Quartile	~	~	~	~	~	44.6
	First Quartile	~	~	~	~	~	27.7
	Percentile Rank	~	~	~	~	~	38.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
010058	Washington/Marion Magnet High School						
	Fourth Quartile	~	~	~	~	~	7.0
	Third Quartile	~	~	~	~	~	19.3
	Second Quartile	~	~	~	~	~	41.2
	First Quartile	~	~	~	~	~	32.5
	Percentile Rank	~	~	~	~	~	35.0
010064	Westlake High School						
	Fourth Quartile	~	~	~	~	~	16.8
	Third Quartile	~	~	~	~	~	28.0
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	25.6
	Percentile Rank	~	~	~	~	~	46.0
010070	Calcasieu P.M. High School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	0.0
	First Quartile	~	~	~	~	~	100.0
	Percentile Rank	~	~	~	~	~	11.0
010072	Calcasieu Career Center						
	Fourth Quartile	~	~	~	~	~	10.0
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	30.0
	First Quartile	~	~	~	~	~	60.0
	Percentile Rank	~	~	~	~	~	29.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	23.6
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.8
	First Quartile	~	~	~	~	~	23.5
	Percentile Rank	~	~	~	~	~	49.0
State							
	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	Percentile Rank	~	~	~	~	~	45.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshmen Performance	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 10: American College Test (ACT) Results
Average Composite Scores

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
010003 Barbe, Alfred M., High School	20.1	20.5	20.7	21.3	21.0	21.5
010004 Bell City High School	18.5	16.6	18.2	19.2	18.8	17.7
010014 DeQuincy High School	18.2	18.7	19.0	18.6	20.5	19.9
010025 Houston, Sam, High School	19.1	19.8	20.7	20.8	20.0	20.8
010026 Iowa High School	18.9	18.6	18.8	18.1	19.7	20.3
010031 Lake Charles/Boston High School	16.4	16.2	16.1	16.4	16.2	15.6
010033 LaGrange High School	18.1	18.2	18.7	18.3	18.6	18.8
010051 Starks High School	19.7	17.5	21.7	20.8	19.5	20.7
010052 Sulphur High School	20.1	20.0	19.9	20.7	20.6	20.9
010056 Vinton High School	19.2	18.6	19.0	18.8	18.8	18.4
010058 Washington/Marion Magnet High School	16.8	16.3	17.5	17.2	17.0	17.1
010064 Westlake High School	18.2	19.4	19.3	19.8	19.5	19.8
010070 Calcasieu P.M. High School	18.0	~	~	18.0	~	~
010072 Calcasieu Career Center	~	~	~	~	18.0	~
District (Public)	19.0	19.1	19.5	19.7	19.7	20.0
State (Public and Nonpublic)	19.5	19.4	19.4	19.4	19.4	19.5
Nation (Public and Nonpublic)	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

First-Time Freshmen Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the *1997-98 School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1997-98 School Report Cards represent information on 1996-97 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

-
- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
010003	Barbe, Alfred M., High School												
	Number of High School Graduates ¹		272		278		310		372		338		~
	HS Graduates Who Were First-time College Freshmen	58.82	160	62.23	173	59.68	185	59.68	222	49.11	166	~	~
	First-time Freshmen Enrolled in College Remedial Courses	33.13	53	30.06	52	31.35	58	31.08	69	31.33	52	~	~
010004	Bell City High School												
	Number of High School Graduates ¹		23		29		23		27		37		~
	HS Graduates Who Were First-time College Freshmen	30.43	7	37.93	11	43.48	10	62.96	17	32.43	12	~	~
	First-time Freshmen Enrolled in College Remedial Courses	42.86	3	36.36	4	60.00	6	64.71	11	25.00	3	~	~
010014	DeQuincy High School												
	Number of High School Graduates ¹		84		64		74		80		84		~
	HS Graduates Who Were First-time College Freshmen	40.48	34	42.19	27	56.76	42	28.75	23	28.57	24	~	~
	First-time Freshmen Enrolled in College Remedial Courses	58.82	20	62.96	17	38.10	16	30.43	7	41.67	10	~	~
010025	Houston, Sam, High School												
	Number of High School Graduates ¹		164		182		199		215		220		~
	HS Graduates Who Were First-time College Freshmen	53.05	87	36.26	66	50.25	100	51.16	110	44.55	98	~	~
	First-time Freshmen Enrolled in College Remedial Courses	32.18	28	28.79	19	19.00	19	19.09	21	32.65	32	~	~
010026	Iowa High School												
	Number of High School Graduates ¹		81		81		90		72		92		~
	HS Graduates Who Were First-time College Freshmen	44.44	36	39.51	32	35.56	32	33.33	24	40.22	37	~	~
	First-time Freshmen Enrolled in College Remedial Courses	44.44	16	46.88	15	43.75	14	45.83	11	64.86	24	~	~
010031	Lake Charles/Boston High School												
	Number of High School Graduates ¹		79		79		118		103		108		~
	HS Graduates Who Were First-time College Freshmen	29.11	23	31.65	25	30.51	36	34.95	36	41.67	45	~	~
	First-time Freshmen Enrolled in College Remedial Courses	73.91	17	76.00	19	61.11	22	66.67	24	60.00	27	~	~
010033	LaGrange High School												
	Number of High School Graduates ¹		246		239		237		208		212		~
	HS Graduates Who Were First-time College Freshmen	48.78	120	39.33	94	43.46	103	46.15	96	33.02	70	~	~
	First-time Freshmen Enrolled in College Remedial Courses	46.67	56	45.74	43	47.57	49	39.58	38	42.86	30	~	~
010051	Starks High School												
	Number of High School Graduates ¹		14		23		28		23		23		~
	HS Graduates Who Were First-time College Freshmen	7.14	1	21.74	5	28.57	8	34.78	8	8.70	2	~	~
	First-time Freshmen Enrolled in College Remedial Courses	100.00	1	20.00	1	75.00	6	50.00	4	0.00	0	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010052 Sulphur High School													
	Number of High School Graduates ¹		324		311		309		379		367		~
	HS Graduates Who Were First-time College Freshmen	46.60	151	48.55	151	43.69	135	40.90	155	42.78	157	~	~
	First-time Freshmen Enrolled in College Remedial Courses	38.41	58	29.80	45	27.41	37	29.03	45	30.57	48	~	~
010056 Vinton High School													
	Number of High School Graduates ¹		61		56		44		60		63		~
	HS Graduates Who Were First-time College Freshmen	37.70	23	26.79	15	34.09	15	28.33	17	33.33	21	~	~
	First-time Freshmen Enrolled in College Remedial Courses	26.09	6	33.33	5	40.00	6	41.18	7	57.14	12	~	~
010058 Washington/Marion Magnet High School													
	Number of High School Graduates ¹		125		125		129		117		122		~
	HS Graduates Who Were First-time College Freshmen	38.40	48	34.40	43	43.41	56	41.03	48	51.64	63	~	~
	First-time Freshmen Enrolled in College Remedial Courses	66.67	32	60.47	26	69.64	39	56.25	27	58.73	37	~	~
010064 Westlake High School													
	Number of High School Graduates ¹		109		104		112		119		139		~
	HS Graduates Who Were First-time College Freshmen	41.28	45	34.62	36	43.75	49	37.82	45	34.53	48	~	~
	First-time Freshmen Enrolled in College Remedial Courses	62.22	28	52.78	19	32.65	16	28.89	13	29.17	14	~	~
010070 Calcasieu P.M. High School													
	Number of High School Graduates ¹		5		4		10		~		~		~
	HS Graduates Who Were First-time College Freshmen	0.00	0	25.00	1	0.00	0	~	~	~	~	~	~
	First-time Freshmen Enrolled in College Remedial Courses	0.00	0	0.00	0	0.00	0	~	~	~	~	~	~
District (Public)													
	Number of High School Graduates ¹		1,587		1,575		1,683		1,775		1,805		~
	HS Graduates Who Were First-time College Freshmen	46.31	735	43.11	679	45.81	771	45.13	801	41.16	743	~	~
	First-time Freshmen Enrolled in College Remedial Courses	43.27	318	39.03	265	37.35	288	34.58	277	38.89	289	~	~
State (Public)													
	Number of High School Graduates ¹		33,593		33,772		34,937		36,275		36,407		~
	HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

Percentile rank of average standard scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

middle/junior high category—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

